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ABSTRACT

This directory contains information for preschool programs, elementary schools, parent organizations, and community agencies on how partnership programs can help young at-risk students. The directory focuses on partnerships that collaborate, using the resources of home, school, and community (HSC) to serve children from birth to 8 years old, and their families. Programs in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas are included. The directory also encourages networking and collaboration among efforts that are using or want to use partnerships to deliver more effective services to at-risk children and their families. Each entry includes the name of the program, address, telephone number, contact person, needs addressed, target audience, staffing, activities and structure, outcomes, and activity most proud of. The first section lists 30 HSC programs, most of which serve preschool children and also offer services to parents. The second section contains 106 two-partner programs, programs that include some combination of home, school, and community areas. A new section includes 11 partnership programs that began after December 1991. A council section that describes eight organizations is also included. (JPT)

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ED 361 846

Connecting the Home, School, and Community

1992-93 Directory of Partnership Programs and Councils

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Acknowledgments

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Much appreciation is due David L. Williams, Jr., Patty Molloy, and Norma Saavedra, who make up the Home, School, Community Partnership staff and who assisted with the design and review. Thanks are extended as well to Lori Womack, who helped design and coordinate the program information forms, meticulously entered the program descriptions, and helped arrange the contents of the directory into final form; Artie Stockton, who edited and proofed the directory contents; and Javier Villanueva, a doctoral student intern, who reviewed the information forms and wrote several first drafts of the program descriptions. Karen Armstead spent several weeks organizing, writing, and editing directory descriptions, which helped speed the process toward completion.

Also, appreciation goes to Gwen Chance and the members of the Head Start Task Force, who assisted with the conceptualization and design of the information-gathering forms. Finally, "thank you" to the many HSC programs and councils that took time to complete the forms and return them to SEDL.

Veronica Tomalik
Research Associate
Resources for School Improvement

INTRODUCTION

The second edition of the Southwest Educational Development Laboratory's (SEDL) directory contains information for preschool programs, elementary schools, parent organizations, and community-based agencies about how partnership programs can help address the needs of young children who are at risk of failing in or dropping out of school. It focuses on partnerships that collaborate, using the resources of the home, school, and community (HSC) to serve children, from birth to age eight years, and their families.

Purpose

The directory has two broad purposes:

- To share information about HSC programs in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas that serve at-risk children from birth to eight years and their families; and

- To encourage networking and collaboration among efforts that are using or want to use partnerships to deliver more effective services to at-risk children and their families.

When partnerships exist, they often lack the capacity to get the word out about their successes. As Levy and Copple (1989, p. 17) note, "many of the best examples [of partnerships] are not widely known and as a consequence, are infrequently replicated." The Southwest Educational Development Laboratory has produced this directory to spread the word about HSC programs in the Southwestern Region.

Potential Uses

Information found in this directory can be used in several ways, for example:

- To provide potential HSC partners with a rationale for collaboration among the home, school, and community as a means to prevent children from failing in or dropping out of school.

- To identify various HSC programs in SEDL's five-state region.

- To establish networks among existing as well as potential HSC programs.

- To describe a range of services and activities that HSC programs can provide.

Many of the HSC programs listed in the directory have expressed a willingness to share information about their program. Contact names and phone numbers have been provided to encourage directory users to network with other programs. Would-be collaborators are urged to contact HSC programs to request information and assistance with starting their own programs.

Rationale

Environmental influences during the early childhood years are particularly powerful in shaping children's development. Knoll (1988, p.v) states that "the greatest hope for change lies in investing in [persons] at the beginning of the system to break the chain of failure." Public schools can play a key role in such efforts for two reasons: They have access to a large number of children in this age group and their families, and they must confront daily the effects of risk factors, such as poverty, illness, and family stress, on children's abilities to learn. The public schools are responding to this challenge by offering preschool programs for at-risk four year olds, and increasingly for at-risk three year olds as well. Yet, educational services alone are not sufficient; schools must also help assure that students' basic needs for safety, shelter, health, physical, and emotional nourishment are met. To do so, schools must adopt new approaches that involve working with others to address the needs of young children and their families.

One such approach is collaboration, a process through which partnerships are formed to reach goals that cannot be achieved by acting singly (Bruner, 1991). A variety of partnerships have been forged to address the needs of at-risk children and their families. Such collaborative efforts have helped to improve service delivery (Levy & Copple, 1989), alleviate scarce resources, and achieve organizational reform (Kagan, 1991).

Observers have reported promising programs that involve the home, school, and community in collaborative efforts. Kirst and McLaughlin (1990, p. 82) state that "these [partnership] approaches place youth services in the broader context in which children live—family, school, neighborhood." This description is echoed by Schorr (1989), who describes promising programs as, first, "comprehensive and intensive," and second, dealing "with the child as part of a family, and the family as part of a neighborhood or community."

Thus, SEDL, with funding from the U.S. Department of Education, is involved in a five-year effort to promote collaborative partnership efforts that involve the three partners: the home, the school, and the community. This directory update is one of the resources produced by this project.

Directory Development

Staff developed the following working definition for an HSC partnership that fosters the success of at-risk children from birth to eight.

> An effort that involves parents, school staff, and community members interdependently working as partners to plan, implement, and assess: (a) coordinated comprehensive services (educational, social welfare, health, mental health) and/or (b) academic support services (tutoring, training, mentoring) to increase children's school success and improve the functioning of their families and communities.

In the first edition of the directory, produced in 1991, staff sought to identify information from three sources: programs, councils, and resources. For the 1992-93 edition, formal outreach was limited to a search for additional partnership programs using a revised data-gathering instrument. Resources and councils were identified through a series of state meetings and site visits, which resulted in five new resources and three new councils. Because the number of programs listed in the revised directory increased dramatically (from 58 to 147 programs) staff decided to move the resources from the directory to a new product due for publication in the spring of 1993 entitled, *"Guidelines Manual: Resources for Implementation."*

The revised program information form featured check-off style questions and placed more emphasis on each program's collaborative activities, helping them to more easily describe their partners and how they work together. SEDL used the information to write descriptions of the HSC programs contained in this second edition.

Forms were sent to 378 programs in Texas and 211 forms to the other four states in SEDL's Southwestern Region. Follow-up postcards were sent to non-respondents. A total of 188 responses were received from the five states. Information about the new programs and councils was summarized and sent to the appropriate contact person for review before being included in the directory. Programs listed in the first edition were sent entries for review to ensure that information for the second edition was current.

The following two criteria were used to determine which programs to list in the directory:

1. The program serves at-risk children within the age range of birth to eight years.

2. The program is based on a partnership involving at least two of the three partners in the home, school, community triad.

It should be noted that in reviewing each program, staff relied upon self-report data from the programs and made no qualitative judgments about their effectiveness. Findings include the following:

- Thirty programs were considered collaborative efforts involving home, school, and community and reflected most closely the kind of partnerships that SEDL seeks to promote across the region. This finding was a dramatic increase from last year, when nine programs were listed in this category. These HSC programs are described in detail in the directory.

- One hundred and six programs involve two of the three partners to deliver services to at-risk children, up from 28 listed in the first edition. Within this group there was wide variation in the level of involvement of partners, but many showed promise in that, over time, they might expand their efforts to involve the "missing partner" in operating the program. Several of the two partner and new programs listed last year expanded to become HSC programs this year. The two-partner programs are listed but not described in detail in the directory.

- Eleven new programs began after December, 1991 and plan to use partnerships to deliver services to young, at-risk children, a decrease from 21 programs listed in last year's directory. Staff changed the criteria for new programs slightly, describing new programs as those that had operated five months or less. Last year new programs were described as those operating for 12 months or less, which accounts for the decrease in programs listed in this section.

Organization of the Directory

The first two pages of each section consist of a cover page describing the contents of the section followed by an index alphabetically listing each program or council by state.

Home, School, and Community Programs Section. This section alphabetically lists 30 programs that involve the home, school, and community as partners. A number of common characteristics exists among the HSC programs. Most of them serve children from birth to age five, suggesting that efforts to involve parents and the community are most common before children enter formal school systems. HSC programs found in elementary school settings serving five to eight year olds are generally recent expansions of longstanding Chapter 1 or parent involvement programs and provide tutoring and mentoring services and/or after-school care. This year, three HSC programs serving elementary school children also provided social and health services.

A majority of the HSC programs also offer services to parents, generally addressing three needs: parenting skills, parent literacy/job training skills, and parent-as-the-child's-first-teacher skills, with quite a few programs providing, at minimum, referral to community, social, and health services. A number of HSC programs also offer social and health services to parents on site.

For each HSC program, identifying information is presented, including address, phone number, and contact person. The target audience and needs addressed are then listed. Staffing and a description of the HSC program follow. Reported outcomes, when available, are included. The description closes with a quote about the activity that the program is most proud of.

Two-Partner Programs Section. This section contains an alphabetical list of 106 programs that involve two partners in delivering services. Within this group, there is wide variation in the level of involvement of partners but promising approaches emerge from many of these programs. Each entry includes information about whom to contact, the needs addressed, and the target audience served by the program.

New Partnership Programs Section. This section includes 11 programs that began after December, 1991 and plan to use partnerships to deliver services to young, at-risk children. Listed in alphabetical order, each entry includes a contact person, the needs addressed, and the target population served by the program.

Councils Section. Councils are listed alphabetically. Each listing includes the target audience, the council's activities, and a brief description of its purpose.

SEDL Needs Your Help

SEDL plans to update this directory annually for the next three years. Your feedback about the usefulness of this edition and suggestions about how to improve future editions are welcome. SEDL would also like to know about additional partnership programs, particularly those in the Southwestern Region, that serve at-risk children from birth to eight years. Please let us hear from you either by mailing the enclosed feedback form at the end of the directory, by writing to us, or by calling Veronica Tomalik at SEDL, 211 East Seventh Street, Austin, Texas, 78701-3281, (512) 476-6861.

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Home, School, and Community Programs

This section alphabetically lists the programs that most closely fit SEDL's working definition of a home, school, community (HSC) partnership:

> ***An effort that involves parents, school staff, and community members interdependently working as partners to plan, implement, and assess: (a) coordinated comprehensive services (educational, social welfare, health, mental health), and/or (b) academic support services (tutoring, training, mentoring) to increase children's school success and improve the functioning of their families and communities.***

For each entry, identifying information is presented, including address, phone number, and contact person. The target audience and needs addressed by the program are then listed. A description of the program's staffing and activities and structure follows; reported outcomes, when available, are included followed by a quote describing an activity that program personnel are most proud of. On the following page is an index of the HSC programs.

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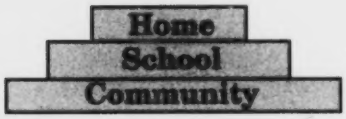
ABILENE INDEPENDENT SCHOOL DISTRICT
PREGNANCY EDUCATION PARENTING PROGRAM



2905 North 6th Street
Abilene, TX 79603
(915) 675-0727
Contact Person: Betty Weissinger

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) child care, and (7) staff development.

TARGET AUDIENCE: Serves 60-80 children, ages 2 weeks to 4 1/2 years, and their parents in an urban setting. Of the population served, approximately 90% are below federal poverty guidelines; 35% are African American, 45% are Hispanic, and 20% are Anglo American.

STAFFING: Staff include 1 director, 5 adult child care workers, 2 home economics teachers, 1 assistant director of vocational education, 1 counselor, and 6 student parents who are part-time workers.

ACTIVITIES AND STRUCTURE: The Pregnancy Education Parenting Program started in 1990. The Abilene Independent School District is the lead agency for this collaborative partnership and works cooperatively with 18 social, health, and education organizations--along with business, churches, and civic groups--to provide services to young children and their families. Children attending the PEP Child Care Center receive daily developmentally appropriate instruction along with social, health, and nutrition services. For example, developmental screening is offered by a monthly well baby clinic operated by the Taylor County Health Department.

Parents attend school and participate as needed in school district-sponsored English as a Second Language training, tutoring and mentoring, and Adult Basic Education classes. Abilene Independent School District, Hardin Simmons University, the Family Outreach Program, and Abilene Intercollegiate School of Nursing provide regularly scheduled parenting classes while Taylor County Health Department, DHS, and Child Care Management provide nutrition classes and social welfare and health services. Mentors and tutors are provided by the First Baptist Church, Junior League, McMurray University, and West Central Texas Council of Governments.

A Fathering Program for teen fathers is held once a month on each high school campus. Special features include male teachers as role models, guest speakers, and the legal aspects of becoming a father.

A Teen Mothers Panel speaks to middle school and high school classes to discourage students from becoming parents too soon. Hardships of parenting, expenses, and education delays are discussed.

The program is governed by an advisory board composed of parents, school staff, local social service providers, churches, students, business, and a local university. The board advises on guidelines and policies, suggests resource persons for funding, and determines how each of the program's partners can assist with service delivery. The board is also responsible for identifying and recruiting new partners from the community.

OUTCOMES: PEP's advisory board, Child Care Management Services, Texas Education Agency, Department of Human Services, Abilene I.S.D., and Child and Adult Care Food Program evaluate the program.

ACTIVITY MOST PROUD OF: *"We are most proud of our collaboration with the Taylor County Health Department to conduct the Well-Baby Clinic. Many young parents do not recognize common childhood illnesses and developmental problems or see the importance of introducing appropriate foods at specific age levels. We are also anticipating wonderful results from the proposed co-location with the Department of Human Services. DHS will provide an on-site circuit writer to assist PEP students with AFDC, Food Stamps, and Medicaid needs."*

ALBUQUERQUE PUBLIC SCHOOLS CHAPTER 1 EVEN START
PARENTS, CHILDREN, COMMUNITY TOGETHER (PACCT) FOR LITERACY

2311 Barcelona Road SW
Albuquerque, NM 87105
(505) 873-2250
FAX (505) 842-3619
Contact Person: Gail Goldstein

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) academic improvement, and (7) staff development.

TARGET AUDIENCE: Serves 160 children, ages birth-7 years, and their families in an urban setting. Of the population served, 99% are below federal poverty guidelines; 85% are Hispanic, 10% are Native American Indian, 3% are Anglo American, and 2% are of other origin.

STAFFING: Staff include 1 coordinator, 1 secretary, 4 family education teachers, 4 educational assistants, 8-10 part-time adult educators, and 8-10 tutors.

ACTIVITIES AND STRUCTURE: PACCT for Literacy, which started in 1990, is a bilingual, multicultural program that supports the development of emergent literacy in English, Spanish, and Navajo. Each family's program is driven by an Individual Family Plan which assists families and staff in identifying goals and aspirations; therefore, a program schedule is created that is tailored to each family's needs, circumstances, and desires. This program uses a case management approach to provide comprehensive and continuous services to children and their families which are culturally and linguistically focused.

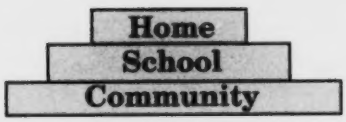
Services to children include early childhood developmentally appropriate practice, which is provided by the staff at the child's home on a bi-weekly basis and at the center by Even Start staff twice a week. Children also receive child care and nutrition services during all adult-alone programming by the PACCT staff at least seven hours a month, social services and counseling, health services and screening at the centers as needed, and child care. Some families receive early childhood services at a Head Start center from Head Start staff. Services to parents include literacy skills training and Adult Basic Education, which are provided by the Albuquerque Literacy Program on a weekly basis. English as a Second Language and GED classes are provided by two community colleges four hours per week. In addition, parents receive health and social welfare services referrals and parenting sessions by the Even Start staff on a monthly basis.

The advisory board is comprised of parents, City of Albuquerque Parks and Recreation and Child and Family Services Departments, University of New Mexico, SIPI, Community Development Institute, American GI Forum, Albuquerque Technical-Vocational Institute, Albuquerque Literacy Program, Project Forward, and other community organizations. The board provides direction and guidance for the program during monthly meetings.

OUTCOMES: Evaluation data are available from the program.

ACTIVITY MOST PROUD OF: *"We are most proud of the consistency of the Interagency Project Coordination Team's participation and ongoing work as collaborators in planning for the future (expansion, modification), conducting special events, and spreading the word. Their efforts are gratifying and make the project work!"*

ASCENSION PARISH SCHOOL BOARD
HEAD START



P.O. Box 152
Donaldsonville, LA 70346
(504) 474-2750
FAX (504) 473-8058
Contact Person: Christine Matassa

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) academic improvement, and (7) staff development.

TARGET AUDIENCE: Serves 160 children, ages 3-5, and their families in a small urban setting. Of the population served, 98% are below federal poverty guidelines; 95% are African American and 5% are Anglo American.

STAFFING: Staff include 1 director/education coordinator, 1 social service coordinator, 1 health/disabilities coordinator, 8 teachers, and 8 teacher aides.

ACTIVITIES AND STRUCTURE: The Ascension Parish Head Start began in 1983. The Ascension Parish School Board works cooperatively with six community agencies (Health Unit, DHS, JTPA, LSU Extension Service, Kiwanis Club, and the public library), parents, and retired school teachers. Children receive developmentally appropriate instruction and social, health, and nutrition services in the school on a daily basis.

From the staff and community, parents receive social welfare services, health services, Adult Basic Education, and training and employment counseling on a periodic basis. Furthermore, the staff provides parenting and literacy skills training.

The advisory boards and Policy Council are comprised of members of the sheriff's department, the school board, the Office of Public Assistance, parents, and representatives of the health and mental health unit.

OUTCOMES: Based on an end-of-the-year evaluation, parents have become more positive about their children's abilities. Children have made cognitive gains based on post-test data.

ACTIVITY MOST PROUD OF: *"The collaboration between Head Start and the school system is exemplary. Operating within the framework of a school district makes the child's transition to public school easier. It also makes provision of services to special needs students more plausible. The in-kind contributions from public school include classroom*

space, lunch services, referral teams, therapists on site, and transportation. Head Start ensures that children are screened and receive dental and physical exams plus treatment. Children thus enter public schools free of medical / dental problems. Encouraging parents to become active allows parents to have a better understanding of their role in the education of their children, which is a plus for public education. The social services rendered to parents and children create a more secure household which benefits not only public education, but the community and the country."

AVANCE - PARENT EDUCATION PROGRAM

301 South Frio #310
San Antonio, TX 78207
(210) 270-4630
FAX (210) 270-4612
Contact Person: Gloria G. Rodriguez

NEEDS ADDRESSED: (1) School readiness, (2) parent education, and (3) health and social services.

TARGET AUDIENCE: Serves over 2,000 individuals annually in an urban setting. All families are below the federal poverty guidelines and 99% are Hispanic.

STAFFING: Staff includes 2 program directors, 5 center managers, 9 parent educators, 42 day care staff, 4 cooks, 7 van drivers, 12 administrators, 5 research/data collectors, 7 technical assistants, 7 home visitors, 5 social workers/counselors, and 2 program coordinators.

ACTIVITIES AND STRUCTURE: AVANCE was founded in 1973 with seed monies from the Zule Foundation. It is a community-based program that uses a whole family approach, with activities for children and parents and a special project for fathers. AVANCE operates a number of projects in several settings, including public housing projects, converted day care centers, churches, schools, and diverse community centers. The core activity is a nine-month parenting program that teaches parenting skills and positive parent-child interaction, offers social support, and informs parents about community services. Parents attend weekly parenting classes, which are divided into three one-hour segments. The first hour focuses on toy making, followed by an hour of parenting skills, which covers topics such as child development and discipline. The third hour covers community awareness and includes information on available community services and how to access them. While parents are participating in classes, their children are involved in developmentally appropriate enrichment activities. In addition to the center-based activities, monthly home visits are made to each participant by home visitors who are former AVANCE graduates. During these visits, parents have an opportunity to talk with someone one-to-one about their participation in the program. Occasionally, videotapes are made of parent-child interactions and used for instruction during class. After completion of the parenting program, participants are encouraged to continue with AVANCE's literacy program. AVANCE supplements its programs with support services such as transportation, crisis intervention, a toy lending library, food bank, medical care, and referrals for social services.

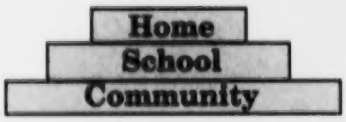
AVANCE is governed by a volunteer board of directors representing parents, business leaders, and community agencies. The board meets monthly and is responsible for policy

making and overall accountability of the program. Board members frequently participate in the community awareness hour by making presentations about the services of their organizations.

OUTCOMES: The Carnegie Corporation of New York recently funded an extensive evaluation of the program over a four-year period. This evaluation revealed that after completing the parent education classes, participants are more likely than a group of comparison mothers to: (1) see themselves as the child's teacher, (2) oppose severe punishment, (3) demonstrate positive interaction with their child, (4) be nurturing of their child, (5) be responsive to their child, (6) use toys in teaching, (7) be more knowledgeable about contraceptive methods, (8) be more knowledgeable about community resources, and (9) enroll in courses for English as a Second Language or classes to prepare for their General Education Degree. Overall, participants were found to provide a more educationally stimulating and emotionally encouraging home learning environment for their children as opposed to the control group.

ACTIVITY MOST PROUD OF: *"Through new collaborative ventures we were able to expand our AVANCE services into the east side of San Antonio and offer additional opportunities in the area of economic development for our families."*

CEDEN FAMILY RESOURCE CENTER
PARENT-CHILD PROGRAM (PCP)



1208 E. 7th St.
P.O. Box 6158
Austin, TX 78762-6158
(512) 477-1130
FAX (512) 477-9205
Contact Person: Emily Vargas Adams

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) staff development, and (7) family strengthening and self-sufficiency.

TARGET AUDIENCE: PCP: ECI Services assists approximately 165 children, ages birth-36 months, and their families in an urban setting. PCP: At Risk and Family Services and CEDEN's Collaborative Parenting Program with Austin Community Nursery Schools serve an additional 510 children and their families. Of the population served, 96% are below federal poverty guidelines; 70% are Hispanic, 20% are African American, 9% are Anglo American, and 1% are Native American.

STAFFING: Staff for PCP: ECI Services include 1 program coordinator, 1 registered dietician, 2 social workers, 1 parent educator, 1 family counselor, 1 teacher, 1 motor specialist, and 4 consultant therapists to provide occupational, physical, and speech therapies. Staff for the other PCP services include 2 coordinator/case managers, 5 family development specialists, 1 parent educator, and 1 case manager.

ACTIVITIES AND STRUCTURE: The Parent-Child Program started in 1979. As a member of the Central Texas Infant Forum, PCP is part of a cooperative effort of key agencies, mandated to serve birth-3 year old children in Central Texas. Upon the child's entry into the program, an interdisciplinary team prepares an individualized family service plan to determine which services are most appropriate for child and family. Services to children include developmentally appropriate practices, social services and counseling, health and nutrition services, child care, and a Saturday tutoring and mentoring program for school-age children. Parents are provided English as a Second Language training, Adult Basic Education, literacy skills training, and support groups and counseling. Parents have access to social welfare and health services and training and employment counseling by referrals to community agencies.

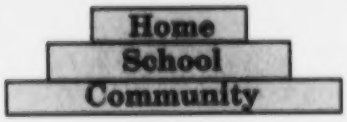
The members of the Central Texas Infant Forum are parents, Infant-Parent Program, five Early Childhood Intervention programs in the Austin area (CEDEN, MHMR, Capital Area Easter Seals, PRIDE, HOMESPUN), Region XIII Education Service Center, Austin Travis County Health Department, three programs for the deaf, and hospital representatives.

The members meet monthly and also participate in a number of joint activities, such as referrals between agencies, proposal writing, inservice training, advocacy, developing plans to share staff for interdisciplinary teaming, and providing parent training.

OUTCOMES: The program reports that in 1991, all of its birth-3 year old population was notably delayed at entry; however, upon exiting the program, 87% were at or above the norm. In addition, parents were reported to have made significant improvements in their parenting skills and the children's health and nutrition care improved as well.

ACTIVITY MOST PROUD OF: *"We are most proud of the way in which we collaborate with the other agencies that make up the Central Texas Infant Forum. We have joint posters with Child Find and we share interdisciplinary team formation among forum-member programs. As a result, very few children eligible for ECI in the Austin area fall through the cracks."*

CHAVEZ COUNTY COMMUNITY ACTION PROGRAM, INC.
PROJECT HEAD START



P.O. Box 2246
Roswell, NM 88201
(505) 623-1782
Contact Person: Albertina Silva

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, and (6) staff development.

TARGET AUDIENCE: Serves 371 children, ages 3-5, and their families in a small urban setting. Of the population served, 90% are below federal poverty guidelines; 69% are Hispanic, 20% are Anglo American, 10% are African American, and 1% are Native American Indian.

STAFFING: Staff include 1 executive director, 1 Head Start director, 1 fiscal manager, 1 accountant, 1 bookkeeper, 2 site coordinators, 1 health coordinator, 1 parent coordinator, 1 social services coordinator, 7 teachers, 9 aides, 3 cooks, and 1 educational coordinator.

ACTIVITIES AND STRUCTURE: CCCAP is the lead agency in this cooperative effort that brings together the resources of independent and municipal schools, city and county government, and service providers. Their efforts focus on transitioning children from Head Start to public school and parent involvement. They have worked together to procure a grant used to construct a multi-purpose community center which serves as headquarters for the CCCAP Programs. Services to children include developmentally appropriate practices, social and health services and counseling, and nutrition services. These services are provided at the community center on a daily basis.

Parents are provided with a number of services at the community center, such as English as a Second Language and literacy skills training, parenting skills, and Adult Basic Education on a weekly basis; support groups or counseling, training and employment counseling as needed; and social welfare services by referral.

The advisory board includes members from the CCCAP Parent Policy Council and the CCCAP Board of Directors. The board is responsible for reviewing and participating in the annual self-assessment of the Head Start program, approving budgets, and programming action plans for the organization.

OUTCOMES: Evaluations of the Head Start program are performed on an annual basis.

ACTIVITY MOST PROUD OF: *"Securing the State Community Development Block Grant because we have needed a Community Center to house the CCCAP Programs for years. We have always had to depend on the generosity of schools, churches, etc. The grant filled a dire need by our agency especially this year. We were looking at a homeless situation for our Roswell Head Start Program because the donated space for our program was needed by the schools."*

CITY OF ALBUQUERQUE
COMPREHENSIVE CHILD DEVELOPMENT PROGRAM
FAMILIES IN PARTNERSHIP

P.O. Box 1293
Albuquerque, NM 87102
(505) 764-6180
FAX (505) 764-6193
Contact Person: Jorja Knudsen

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) child care, and (7) staff development.

TARGET AUDIENCE: Serves 180 children, ages 3-5, and their families in an urban setting. Of the population served, all are below federal poverty guidelines; approximately 60% are Hispanic, 30% are Anglo American, 9% are African American, and 1% are other.

STAFFING: Not listed.

ACTIVITIES AND STRUCTURE: The CCDP-Families in Partnership Program began in 1990 and provides comprehensive case management services using family advocates who assist in the coordination of health, education, vocational, child care, and other appropriate social services. Emphasis is placed on empowering families to become their own advocates and achieve self-sufficiency. Services to children include developmentally appropriate practices, social services, and nutrition services. These services are provided by family advocates in the child's home on a weekly basis. Children also receive counseling as needed from contracted psychologists at the center, child care sponsored by the program at the center, family day care home or city/public school, and screening by a health team at the center once a year with follow-up by the health coordinator.

Services to parents include parenting skills training (provided weekly in the home), support groups and counseling, and training and employment counseling provided by the program at a community site. Social welfare services, English as a Second Language instruction, literacy skills training, and Adult Basic Education are provided in the community by referral.

OUTCOMES: Evaluation is ongoing, as the project will gather longitudinal data on families to evaluate services provided. Formal assessment appropriate for young children is currently being explored.

ACTIVITY MOST PROUD OF: *"We are especially proud of the collaboration between the Albuquerque Public Schools and the City of Albuquerque to establish five child development centers for 3-4 year olds. The CCDP offers year-round, full day programs for low-income working families."*

COMMUNITY SERVICES, INC.
HEAD START PROGRAM

P.O. Box 6112
Corsicana, TX 75151
(903) 872-2401
FAX (903) 872-2424
Contact Person: Jerome Vacek

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) academic improvement, (7) child care, and (8) staff development.

TARGET AUDIENCE: Serves 313 children, ages 3-4, and their families in both suburban and rural settings. Of the population served, 99% are below federal poverty guidelines; 48% are African American, 25% are Hispanic, 26% are Anglo American, and less than 1% are Native American Indian.

STAFFING: Program staff include 1 executive director, 1 Head Start director, 1 disabilities/mental health coordinator, 1 health/social services coordinator, 1 education coordinator, 1 parent involvement/volunteer coordinator, 7 directors/teachers, 6 teachers, 5 home visitors, 13 teacher assistants, 1 health assistant/teacher assistant, 5 cooks, 1 Head Start clerk, 1 fiscal manager, 1 receptionist, 2 bookkeepers, and 1 maintenance person.

ACTIVITIES AND STRUCTURE: The Community Services, Inc. Head Start Program began in 1966 and serves both Ellis and Navarro Counties. The program operates three rural centers, in addition to a home-base program in both counties. The program works with the Texas Department of Human Services, Women, Infants, and Children (WIC), PEDIA, the County Home Extension Office, churches, private doctors, and a variety of community organizations to provide comprehensive health services and screening, developmentally appropriate practices, social services and counseling, health and nutrition services, child care, and tutoring to children on a daily basis.

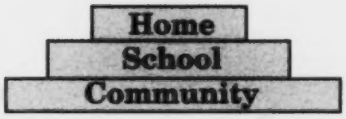
Parents participate in English as a Second Language instruction, literacy skills training, Adult Basic Education training from Navarro College, employment training from the Job Training Partnership Act-Texas Employment Commission, counseling from Mental Health and Mental Retardation Services, and parenting skills and social services from program staff. The Head Start Policy Council consists of parents and community representatives. Board members representing government, private sector, and client populations recommend programs and policy and assist with program implementation.

OUTCOMES: The Head Start Program helps families become more self-sufficient by taking more responsibility. Families are better educated on nutrition and health. The

children are emotionally and cognitively better prepared for public school and their self-esteem and health are greatly improved.

ACTIVITY MOST PROUD OF: *"We are proud of our parent participation in the literacy program and of the community involvement, which includes Navarro college, the radio station, the newspaper, local business contributions, and various community representatives. We are proud of the donations from various donors who have supplied and volunteered in our clothing room to meet the needs of our Head Start families as well as the public. We get responses from the public schools from kindergarten through fourth grade teachers in regard to the outstanding grades of former Head Start students. These children excel in all the classes."*

CRADLE CARE FOOD PROGRAM, INC.



1002 W. 11th Street
Little Rock, AR 72202
(501) 372-1369
Contact Person: Lydia L. Specht

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) academic improvement, (7) child care, (8) staff development, and (9) unified field theory for human capital development.

TARGET AUDIENCE: Serves 500 children, ages six weeks-6 years, and their families in a small urban setting. Of the population served, 80% are below federal poverty guidelines and 98% are African American.

STAFFING: Staff include 1 director of operations, 1 director of development, 1 office manager/bookkeeper, 2 teachers, 1 aide, and 1 cook.

ACTIVITIES AND STRUCTURE: The Cradle Care Food Thru Gray Hair Trusteeship and Community Economic Development Program began in 1991. Cradle Care helps all children and families reach their potential through a guiding theory based on cooperation, partnerships, linkages, and coordination with human service agencies, Head Start, HIPPY, advocates for children and families, education institutions, and youth organizations.

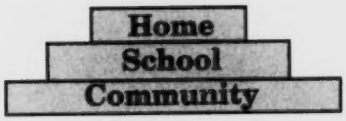
Services to children include developmentally appropriate practices, social services and counseling, nutrition services, child care, and tutoring/mentoring for school age children. These services are provided at the child's home, the Cradle Care Center, and the community (i.e., DHS). In addition, children receive leadership training.

At the center, parents are provided English as a Second Language and literacy skills training, support groups and counseling, training and employment counseling, and community economic development skills. Cradle Care also provides opportunities for children and families' social development through the Cradle Care Kid's Social Club. The board of directors and steering committee are comprised of leaders from across Arkansas.

OUTCOMES: (1) Cradle Care Kids, (2) performance and recording of Cradle Care Rock, a copyrighted piece of music containing a series of educational lyrics, and (3) creation and performance of the Cradle Care Show.

ACTIVITY MOST PROUD OF: *"Introduction of the Unified Field Theory and Model for Human Capital Development. The theory is formulated as HD=(HCD)XC₂,which means humans and development are equal, and human capital, capacity, and development increase with commitment along a planned human continuum. The model is Cradle Care Thru Gray Hair Trusteeship and Community Economic Development."*

THE DAY CARE ASSOCIATION OF FORT WORTH AND TARRANT COUNTY



2807 Race St.
Fort Worth, TX 76111
(817) 838-0055
FAX (817) 831-7439
Contact Person: John Widner

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) child care, and (7) staff development.

TARGET AUDIENCE: Serves over 10,000 children, ages birth-6 years, and their families in a metropolitan area. Of the population served, approximately 80% are below federal poverty guidelines; 48% are African American, 26% are Anglo American, 18% are Hispanic, 1% are Native American Indian, 1% are Asian Pacific Islander, and 6% are other.

STAFFING: The 500-member staff include positions which range from executive director to housekeeper.

ACTIVITIES AND STRUCTURE: In 1968, three nonprofit organizations, the North Fort Worth Nursery, Fort Worth Nursery, and the Tarrant County Day Care Association, merged to form The Day Care Association of Fort Worth and Tarrant County. Together they provided subsidized child care in the Fort Worth Metropolitan Tarrant County area. Since that time, the organization has grown and now serves as the lead agency for more than ten programs: Among the largest of these programs are Head Start, Day Care Centers, Child Care Management Program for Tarrant County and North Texas, and USDA Special Nutrition Program. Through these programs a variety of services are offered to children and families in the Fort Worth and Tarrant County areas. Services to children include developmentally appropriate practices, nutrition services, child care, social services and counseling, health services, and screening, which are provided by the program staff at the centers on a daily basis. Children also receive social services at home on a weekly to monthly basis, and health services and screening by program staff upon enrollment.

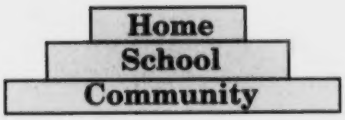
Although not all services are available in all programs, services to parents include social welfare services, health services, parenting skills, English as a Second Language instruction, literacy skills training, Adult Basic Education, support groups and counseling, and training and employment counseling.

The organization is governed by a board of directors comprised of 17-20 members. The ethnic diversity of the board has been a strong point in its success. In addition, the board has broad community representation and parent involvement.

OUTCOMES: In cooperation with The University of Texas at Arlington, the agency reports that annual evaluations are conducted to assess the impact of the programs on children. Children are tested in five domains: physical, self-help, social, academic, and communication. The results indicate gains by all children in all programs.

ACTIVITY MOST PROUD OF: *"Along with our 23-year record of efficiently and effectively meeting the child care needs of low-income families in Fort Worth and Tarrant County, we are most proud of the scope and breadth of services as well as our success in operating an array of programs with diverse funding sources and program thrusts."*

DENTON INDEPENDENT SCHOOL DISTRICT
HEAD START



1125 David Street
Denton, TX 76201
(817) 382-1591
Contact Person: Ron Arrington

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, and (6) child care.

TARGET AUDIENCE: Serves 92 four year olds and their families in a suburban setting. Of the population served, all are below federal poverty guidelines; 43% are Hispanic, 35% are Anglo American, and 22% are African American.

STAFFING: Staff include 1 executive director, 1 social services facilitator, 5 teachers, and 5 teacher aides.

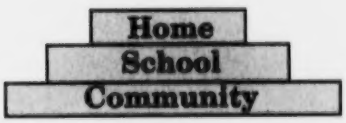
ACTIVITIES AND STRUCTURE: The Denton I.S.D. Head Start program began in 1981. Through a collaborative effort with the clinic for Denton County, all children enrolled in the program receive annual physicals, health screenings for vision, hearing, anemia, and lead poisoning, and immunizations from the Pediatric Clinic for Denton County. The clinic also provides nutrition counseling to parents. Through the Head Start program children receive daily developmentally appropriate instruction and social, mental health, and nutrition services. Denton High School provides 25-30 students from its student council leadership class to participate in a weekly "buddy" activity with the Head Start children.

Through collaboration, a variety of agencies provides services to parents. For example, Denton I.S.D. Community Education Department and Texas Women's University provide Adult Basic Education, English as a Second Language instruction, and parenting classes. In addition, on-site nutrition classes are offered. The City of Denton trolley services provide bus service to families. The program involves doctors, dentists, representatives from the city police department, Texas Women's University, University of North Texas, and several community businesses and agencies in its operation. These individuals serve on a Head Start Policy Council, a Health Advisory Committee, and a Center Committee.

OUTCOMES: The program reports that in 1991, it successfully passed a review by a federal evaluation team and was found to be in compliance. More information is available from the program director.

ACTIVITY MOST PROUD OF: *"We are most proud of the collaborative activity with the various health professionals in our community, especially those who serve on the center's Health Advisory Committee. They have put in a lot of hard work and effort to ensure that the health needs of our 92 children and their families are met."*

EDGEWOOD INDEPENDENT SCHOOL DISTRICT
YMCA OF SAN ANTONIO
INFANT TODDLER PROGRAM AND PEGUEÑITOS EN ACCIÓN



5358 West Commerce Street
San Antonio, TX 78237-1399
(210) 433-5251
Contact Person: Manuela Juarez, Prekindergarten Facilitator, or JoAnna Escamilla, Day Care Director

The Infant Toddler Program and Pequeñitos en Acción are both housed at the José Cárdenas Early Childhood Center and collaboratively offer services that include prekindergarten and child care to children of school-age parents, the working poor, migrant families, and children with special needs. Each program is briefly described below.

PROGRAM NAME: INFANT TODDLER PROGRAM

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) child care, (6) staff development, and (7) special needs intervention.

TARGET AUDIENCE: Serves 40 children, ages birth-2 years, of school-age parents in a metropolitan setting. Of the population served, 99% are below federal poverty guidelines; 98% are Hispanic and 2% are African American.

ACTIVITIES AND STRUCTURE: The day care, which is licensed by the Texas Department of Human Services, is staffed and operated by the Young Men's Christian Association of San Antonio. It is also recognized as a designated vendor by the Child Care Management System, one of the two major funding sources for the child care program. Parents and the child care staff work closely to provide an enriching, developmentally appropriate environment. Intervention for special needs children is provided by Early Childhood Special Education teachers from the school district's Niños program, an intervention program for infants and toddlers also housed at the José Cárdenas Center. Parents of children in the day care are encouraged to attend a weekly support group offered on-site by the district's School-age Parent Program and are referred to other services by the program's social worker.

PROGRAM NAME: PEQUEÑITOS EN ACCIÓN

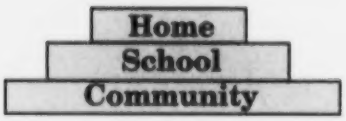
NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) child care, (6) staff development, and (7) transition/ inclusion for special needs children.

TARGET AUDIENCE: Serves 75 children, ages 3-5, and their families in a metropolitan setting. Of the population served, 99% are below federal poverty guidelines; 98% are Hispanic and 2% are African American.

ACTIVITIES AND STRUCTURE: The prekindergarten is staffed by Texas Education Agency-certified Early Childhood Education teachers with Bilingual Education endorsements. Half-day sessions are offered. Child care is available for children of school-age parents and working families who are eligible for funding from the Child Care Management System. Transportation is offered to children of school-age parents, migrant families, and special needs children. The curriculum, an adapted version of Un Marco Abierto, is specifically designed to meet the linguistic, cultural, and developmental needs of the children and their families and is implemented in both the prekindergarten and the day care. Parents are required to participate in the program by observing/volunteering in the classrooms and/or attending parent education and training classes. The Parent Resource Library offers books, magazines, audio/video tapes, and other materials of interest to the parents. Staff development includes collaborative training of both EISD and YMCA staff.

ACTIVITY MOST PROUD OF: *"We are most proud of the collaboration that has been brought about by two major factors: (1) integrated planning and staff development for the implementation of a common curriculum, and (2) the close working relationship of the administrative staff from both agencies. Integrating efforts and working as a unit have yielded tremendous rewards for the children, their families, and the staff."*

EL PASO COUNTY HEAD START



6611 Boeing Drive
El Paso, TX 79925
(915) 774-5012
FAX (915) 775-6537
Contact Person: Blanca E. Enriquez

NEEDS ADDRESSED: (1) Parent education, (2) school readiness, and (3) health and social services.

TARGET AUDIENCE: Serves 2,042 children, ages 3-5, and their families, who are all below the federal poverty guidelines, at 17 sites in the 9 school districts of El Paso County, a region of urban, suburban, and rural settings. The population is 90% Hispanic, 5% African American, 4% Anglo American, and 1% Native American Indian.

STAFFING: Staff include 1 director, 10 coordinators, 15 site managers, 15 social workers, 8 registered nurses, 9 nurse assistants, 57 teachers, 57 teacher assistants, 17 clerks, 34 bus drivers/bus monitors, 7 cooks, and 10 cook aides.

ACTIVITIES AND STRUCTURE: The El Paso Region XIX Service Center has adapted the National Head Start model, which includes education, social services, nutrition, health, and parental involvement. After gathering input from the child's family, the program staff develops a family needs assessment and devises a plan to provide comprehensive services to enhance the child's health and development. Children participate in a developmentally appropriate half-day curriculum that encourages curiosity, self-confidence, spontaneity, self-discipline, and provides a climate of confidence for present and future learning efforts and overall development. Each site designs its own parent involvement program based on the needs of families at each center. Activities include education classes on topics such as food safety and nutrition, child development, English as a Second Language, literacy development, and parenting skills. The center-based services are supplemented by home visits from the teacher, social worker, and nutritionist as needed, along with referrals to community social and health service agencies.

The program works with the public school kindergarten teachers and school officials to promote the smooth transition of Head Start children into the public school. This effort involves the joint planning of activities by Head Start teachers and other staff, parents, community agencies, and public school officials. Head Start, in collaboration with the Health Department, provides immunizations to all participants before they enter kindergarten.

A unique feature of this program is its involvement of parents and community through advisory boards, committees, and councils in the planning and delivery of services to this population. The Parent Policy Council meets monthly and serves as the governing body for the program. It is composed of two parent representatives from each of the 17 sites, a community member from the program's Social Service and Health Service Advisory Boards, former Head Start parents, and program staff. The Social Service Advisory Board meets quarterly to plan and coordinate the delivery of services to program participants and includes representatives from local social service agencies as well as a parent from the policy council and the program Social Service Coordinator. The Health Advisory Board meets quarterly to plan for the delivery of health and mental health services to Head Start children and their families and includes representatives from various health and mental health providers in the community, a parent from the Policy Council, and the program's registered nurse, licensed vocational nurse, and nurse aide.

OUTCOMES: Data are gathered on a monthly basis to document compliance with federal regulations. Reports are available from the program director.

ACTIVITY MOST PROUD OF: *"We are most proud of the way parents have worked along with staff to establish a high school scholarship fund for high school graduates who started their academic career in Head Start."*

HEAD START OF GREATER DALLAS, INC.
MARGARET H. CONE CENTER

3505 Turtle Creek Blvd. #201
Dallas, TX 75219
(214) 520-0081
FAX (214) 528-0327
Contact Person: Wanda Smith

NEEDS ADDRESSED: (1) Parent education, (2) parent involvement, (3) health and social services, and (4) child care.

TARGET AUDIENCE: Serves 90 children, ages 4-5, and their families in a metropolitan setting. Of the population served, 96% are below federal poverty guidelines; 95% are African American and 5% are Hispanic.

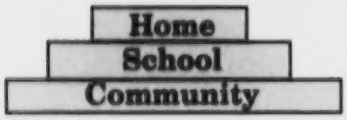
STAFFING: Staff include 1 site coordinator, 2 social workers, 1 nurse practitioner, 1 data processing clerk, 5 teacher II's, 5 teacher III's, 1 cook, and 1 custodian/cook assistant.

ACTIVITIES AND STRUCTURE: The Margaret H. Cone Center, located in a housing project, began in 1990. This unique program is a partnership funded jointly by Head Start and Texas Instruments Foundation. The program recently increased cooperation with public school so that children's transition from Head Start to public school is smooth. Services to children include developmentally appropriate instruction, social services and counseling, and health and nutrition services. Parents in the program receive parenting and literacy skills training, support groups and counseling, and employment counseling. Additional training is available to parents desiring to become a Head Start teacher's aide.

OUTCOMES: The University of Texas at Arlington participates in the collaboration by evaluating the program. They provide the program with information about areas of improvement, management, and cost-benefit analysis of a comprehensive pre-school program. Additional information is available upon request.

ACTIVITY MOST PROUD OF: *"We are most proud of the way the combined funding supplements the usual Head Start program. Because of the collaboration, we are able to provide a full-time nurse practitioner to provide for health and dental services for the children. Two social workers provide employment counseling and social services using a case management approach. Teachers make home visits to keep parents informed of their children's progress."*

HOGG FOUNDATION-SCHOOL OF THE FUTURE
AUSTIN/DALLAS/HOUSTON/SAN ANTONIO



The University of Texas
Austin, TX 78713-7998
(512) 471-5041
FAX (512) 471-9608
Contact Person: Scott S. Keir

The concept of the School of the Future is to provide an integrated array of health and human services, both treatment and prevention, using the school as the focus for their delivery. Its four sites are described below.

Program Location: Austin
Contact Person: Marilyn Rangel

ACTIVITIES AND STRUCTURE: The Austin School of the Future program serves a middle and elementary school in the southeast part of the city. The schools are ethnically diverse and serve a population that is approximately 50% Hispanic, 25% African American, and 25% Anglo American. Working with school staff, parents, and the community, this program will provide integrated services to children and families in the area.

Program Location: Dallas
Contact Person: Marcia Booker

ACTIVITIES AND STRUCTURE: The Dallas School of the Future program serves a Head Start program, two elementary schools, and one middle school. The population served is predominately African American and the majority have incomes below federal poverty guidelines. This program works in partnership with parents, the Dallas Independent School District, Southwest Family Institute, The University of Texas Southwestern Medical School, and the Youth Impact Center, Inc. Its goals are to (1) develop a cluster of community services tailored to the needs of the neighborhood families and make them accessible through the schools, (2) involve family members and school personnel in the planning process and in the identification of needs, (3) establish problem-solving teams on each campus to address individual needs of students and their families, and (4) evaluate the impact of the project on the students, parents, school, and community.

Program Location: Houston
Contact Person: Alfredo P. Tijerina

ACTIVITIES AND STRUCTURE: The Houston School of the Future program is housed at a community agency, Centro de la Familia, and serves over 1,700 children and their families at two elementary schools and a middle school. Of the population served, 90% are

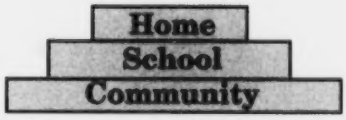
below federal poverty guidelines; 90% are Hispanic, 8% are African American, and 2% are Anglo American. Working in partnership with parents, school staff, and community organizations, the program provides social, cultural, and art programs to children and parenting classes to parents.

Program Location: San Antonio
Contact Person: Rod Radle

ACTIVITIES AND STRUCTURE: The San Antonio School of the Future program serves approximately 2,000 predominantly Hispanic children and their families at two elementary schools and a middle school. Goals for the project are to (1) develop a school climate conducive to education and personal enhancement, (2) provide supportive parenting programs for parents, (3) coordinate social service programs from surrounding agencies for the school's families, and, when feasible, have them located at the school, (4) develop a parent volunteer program to assist the school and to provide job training for parents, and (5) develop the financial resources to enhance the mental stability of students and their families.

ACTIVITY MOST PROUD OF: *"We are most proud of our collaboration with the independent school districts and the specific schools involved in coordinating the collection of pertinent information on the students' self-esteem, mental and physical health, perceptions of school climate as well as grades, standardized test scores, and attendance in these schools. The collection of all of this information on each student will result in a high quality evaluation of the project over a five-year-period."*

IMAGINE/FAMILY DEVELOPMENT PROGRAM



Oñate Hall, Room 213
University of New Mexico
Albuquerque, NM 87131
(505) 277-6943
FAX (505) 277-7991
Contact Person: Mária Chávez

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) health and social services, and (4) child development from birth through elementary school.

TARGET AUDIENCE: Serves 140 children, ages birth-11 years, and 190 parents in an urban setting. Of the total population, 95% are below the federal poverty guidelines and 90% are ethnic minorities.

STAFFING: Staff include 1 senior director, 1 program coordinator, 1 program psychologist, 3 program specialists, 1 editorial assistant, 2 clerical specialists, and 8 instructional aides.

ACTIVITIES AND STRUCTURE: This program is a cooperative venture between the University of New Mexico College of Education, which serves as the fiscal agent; the City of Albuquerque Department of Parks and Recreation, which donates space for the preschool; and the Bernard van Leer Foundation of the Netherlands, which provides funding and guidance. Additional funding is provided by the City of Albuquerque, Bernalillo County Commission, State of New Mexico, and the U.S. West Foundation.

Preschool education is offered to children at four sites in the community. Services to preschool children include bilingual preschool education; language screening provided by the University of New Mexico Communication Disorders Department; and health screening, dental services, and educational presentations for children and parents from various social service agencies on the program's interagency team. In addition to the preschool program, Imagine/FDP provides a prenatal and infant development program for children through age two, and an after-school program for children ages five through eleven. With the preschool, these projects provide a continuum of support for families throughout children's most vulnerable years.

Parents are encouraged to take increasingly active roles in the preschool program including fund-raising, curriculum development, staff selection, decision making, and classroom teaching. They also participate by attending monthly meetings in which they network with other parents, discuss preschool and community issues, and make decisions affecting the program's operations. Home visits are made to establish trust between program staff and the family and to reaffirm the parent's role as the child's first teacher.

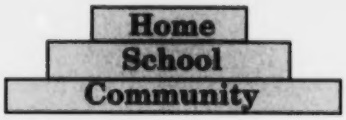
Staff and parents from a Home Visiting Committee make visits as needed to teach parenting skills, provide support, and to make referrals for social and health services. A Parents as Authors Project also fosters parents' social, emotional, and educational growth in a small group setting where parent and child author a book together.

A unique feature of the Imagine/FDP is the way in which comprehensive services are delivered to children and their families. An interagency team, composed of 30 people representing social and health services in the community, has developed a single entry intake form for families in need of assistance. Through one application, it is expected that families will have access to all available services in the network and be assigned a designate who will follow them through the system. Imagine/FDP has built upon this process to design a one-stop approach for service delivery, in concert with members of the target community and the interagency team. The program is currently working toward implementation of this design and providing training to other agencies and entities.

OUTCOMES: Outcomes include a 20-point gain in IQ scores of preschool children over a six-month period and increased parental involvement in public schools. Parents are also motivated to improve their own job and/or educational skills. Elementary school teachers report that preschool participants are significantly better prepared for school than their peers, including those from public school preschool programs. The program reports that 85% of home school operational objectives have been met.

ACTIVITY MOST PROUD OF: *"We feel that FDP's successes can be attributed to the process of participatory design, in which program staff and clients are equal partners in assessing community needs and developing and managing appropriate services. Through their involvement, participants develop the skills and self-esteem to tackle other problems affecting their own lives and those of their families. They learn a process which can be applied to many situations, and become increasingly productive and politically active citizens. We believe this process model can be applied to a variety of communities and organizations, and are thus making it a major focus of our new training initiative."*

LAS CRUCES SCHOOL DISTRICT
PARENTS AS TEACHERS, PARTNERS IN LEARNING, AND HEAD START



505 S. Main, Suite 249
Las Cruces, NM 88001
(505) 527-5863
FAX (505) 527-5983
Contact Person: Vicki Smith

As a result of combining the efforts of three programs, the Las Cruces School District reflects a unique collaborative effort which provides children and their families with comprehensive, continuous services. Each program is described briefly below.

Program Name: Parents as Teachers
Contact Person: Judy Davis

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, and (5) other community involvement.

TARGET AUDIENCE: Serves 207 children, ages birth-3 years, and their families in rural and urban settings. Of the population served, 54% are below federal poverty guidelines; 58% are Hispanic, 41% are Anglo American, and 1% are other.

ACTIVITIES AND STRUCTURE: The Las Cruces Parents as Teachers (PAT) program began in the fall of 1991 through funding from the US WEST Foundation and the New Mexico Child Development Board. The PAT program acknowledges parents as specialists on their own children and regards professional parent educators as generalists who have research-based information on child development to share with families. Parent educators provide this information to parents with children ages birth-3 years through monthly home visits and group meetings. When there are identified needs that are beyond the scope of PAT, referral information is given to the parents so that they can access services in the areas of literacy skills training, English as a Second Language, Adult Basic Education, support groups, counseling, employment opportunities, and other social or health services. Collaboration is key in meeting the needs of the entire family. Over half of the teen parents in the PAT program are service on-site at San Andres Alternative High School through bi-monthly visits.

Program Name: Partners in Learning
Contact Person: Donna Fullerton

NEEDS ADDRESSED: (1) Parent education, (2) parent involvement, and (3) academic improvement.

TARGET AUDIENCE: Serves 780 children, ages 6-11, and approximately 2,300 parents and other families at 16 sites in an urban setting. Of the population served, 46% are below

federal poverty guidelines and 56% are Hispanic.

ACTIVITIES AND STRUCTURE: The "Partners in Learning" Take Home Computer Program started in 1989. It is part of the Las Cruces School District Chapter 1 program. It encourages parent and family involvement at 16 sites through computer activities, home visits, and parenting skills classes. Students and their parents participate in an initial computer use training session and are sent home with computers for a ten-week period. During that period, the children and their parents work together using software aimed at improving the child's skills in mathematics and reading. These parent-child work sessions are supplemented by home visits with the home/school liaison. Services to parents include parenting skills classes, and a parent learning center where they receive training in computer skills, basic skills, English as a Second Language, typing, and word processing.

Program Name: Head Start
Contact Person: Elizabeth Bennett

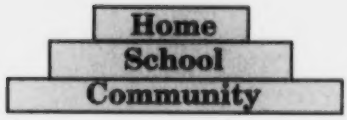
NEEDS ADDRESSED: (1) School readiness, (2) parent education, and (3) health and social services.

TARGET AUDIENCE: Serves 350 children, ages 4-5, and their families in rural and urban settings. Of the population served, at least 90% are below federal poverty guidelines and 89% are ethnic minorities.

ACTIVITIES AND STRUCTURE: Las Cruces Public Schools Head Start is patterned after the National Head Start model. In a collaborative effort, the Head Start program and the Las Cruces School District offer services to children in two neighboring communities, Las Cruces and Hatch, New Mexico. Children are screened in the areas of visual, auditory, language, speech, and fine and gross motor functioning. Activities and materials utilized are appropriate for the child's age, level of development, and cultural background. Teachers from the four-year-old children program and teachers from the kindergarten program receive monthly instruction on developmentally appropriate practices and other relevant topics. Services to parents include training workshops on child development and behavioral problems, as well as General Education Degree and English as a Second Language classes. Home visits are made by home/school assistants to assist in obtaining needed social services. Parents are also involved as members of the Head Start Parent Policy Council with teachers, home/school assistants, and community representatives. The Council meets a minimum of four times a year to design, review, and approve the annual Head Start plan as well as to make other important program decisions.

ACTIVITY MOST PROUD OF: *"We are especially proud of the emphasis we place on transitioning kids from one learning environment to another. Transition activities begin with our "Welcome Baby Program" as a part of our Parents as Teachers program and continue as children move into our Head Start Program and finally into the public school. Transition in and out of programs can be difficult for both parent and child; however, if information is shared and cooperation among services maintained, these transitions can be made smoothly."*

THE NEE-KON PROJECT



American Indian Institute
University of Oklahoma
555 Constitution St., Suite 237
Norman, OK 73037
(405) 325-4127
FAX (405) 325-7757
Contact Person: Barbara Laquer

NEEDS ADDRESSED: (1) School readiness, (2) school adjustment, and (3) health and social services.

TARGET AUDIENCE: Serves 120 children, ages 3-7, and their families in a rural setting. Of the population served, over 90% are Native American Indian and are below federal poverty guidelines.

STAFFING: Staff include 1 project director, 1 training/community specialist, 3 community development assistants, 1 evaluation/mental health specialist, 2 external evaluators, and 1 secretary.

ACTIVITIES AND STRUCTURE: The Nee-kon Project started in February, 1990. A federally-funded program based at the American Indian Institute at the University of Oklahoma, it is formally named the Primary Prevention/Early Intervention Demonstration Project. The early intervention component is adapted from the Primary Mental Health Project in New York and the Primary Intervention Project in California, in which the mental health community works closely with the public schools to screen children for behavioral and emotional problems. Once identified, children are referred to the Nee-kon Project and are paired with paraprofessionals known as "Special Friends" who work with each child one-on-one and/or in small groups in specially-equipped playrooms, two to four times a week, over a 15-week period or longer.

The Nee-kon Project collaborates with the Kickapoo Head Start Center and local elementary schools to identify three- to five-year-olds for prevention and early intervention activities, including the screening and identification of children needing "Special Friends." The Nee-kon Project also designs and assists Head Start teachers in conducting classroom-based activities that address social, emotional, and educational development in the Head Start's daily curriculum. The staff work closely with the kindergarten teachers and principals at local elementary schools to discuss appropriate school readiness activities for preschoolers, and to check attendance and teachers' observations on preschoolers who have moved on to kindergarten. Nee-kon staff meet with Head Start and public school personnel on a regular basis to share information about the screening and transition activities and to clarify each other's roles in providing services.

The "Special Friends," also called community development assistants, make home visits on a regular basis to work with parents. Home activities range from sharing program information to discussing parenting skills to linking families with appropriate community resources. Nee-kon Project staff assist families with comprehensive services by coordinating with local, tribal, state, and federal health and social services agencies as well as housing authorities. The Kickapoo Tribe Social Services programs and the housing authorities work with the Nee-kon families directly. Other services are provided through referrals.

The project's advisory committee, representing parents, the Kickapoo Head Start Center, the elementary schools, the McLoud community, and social service agencies, meets three times per year to review project activities and make recommendations for further development. Parents and extended family provide informal feedback regarding program activities and training needs during home visits as well as through a formal project survey conducted annually.

OUTCOMES: Baseline data have been collected and will be used to document program effectiveness in the future. Anecdotal evidence to date shows success in involving hard-to-reach parents, acceptance by the tribal council, and effective coordination with local tribal, state, and federal social service agencies and the housing authority.

ACTIVITY MOST PROUD OF: *"Project staff are very pleased with (1) our early intervention activities designed to assist young children in making a positive school adjustment, and (2) successful piloting thus far of Nee-kon Time: Prevention Activities for Preschoolers that is being used with Kickapoo Head Start three- and four-year-old children."*

PARENT/CHILD INCORPORATED

1000 West Harriman Place
San Antonio, TX 78207-7900
(210) 226-6232
FAX (210) 228-0071
Contact Person: Blanche Russ

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) academic improvement, (7) child care, and (8) staff development.

TARGET AUDIENCE: Serves approximately 8,500 children, ages 6 weeks to 12 years, and their families in both urban and rural settings around San Antonio. Of the population served, 98% are below the federal poverty guidelines; 95% are Hispanic, 4.5% are African American, and .5% are Anglo American.

STAFFING: Staff is composed of 701 employees including various directors, technicians, support staff, social and health service personnel, teachers, and teacher assistants.

ACTIVITIES AND STRUCTURE: Parent/Child Incorporated began operation in 1979. Parent/Child Incorporated provides comprehensive services to children and families including education, health, nutrition, mental health, parent involvement, social services, and services to children with disabilities. The programs that it currently administers are as follows: Project Head Start, Child Care Vendor Services, Registered Family Day Homes Nutrition Program, Family Service Center, Comprehensive Early Childhood Development Program, and the Parent and Child Center. Services to children include developmentally appropriate practices through a daily center-based day home and nutritional program, social and health services, and child care.

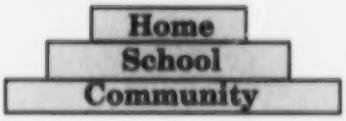
On-site services to parents include parenting skills, English as a Second Language instruction, literacy skills training, Adult Basic Education, support groups and counseling, training and employment, and parliamentary and board training. In addition, parents have access to social and health services through referral to community agencies.

The program is governed by a board of directors composed of parents, community agency representatives, business representatives, social and health service providers, and college and university representatives.

OUTCOMES: Although outcomes are not available at this time, the program is currently involved in research dealing with the wholistic approach to early childhood education for at-risk children and families and the impact on the child and the entire family for self-sufficiency and long-lasting successes for the child.

ACTIVITY MOST PROUD OF: *"We are very proud of the fact that we collaborate with more than 25 entities in many activities and have experienced success in improving and enhancing services to at-risk children and their families."*

PARENTS PLUS



500 Champion Drive
Morton, TX 79346
(806) 266-5405, (806) 266-5900
FAX (806) 266-5449
Contact Person: Sue St. Clair
Judy Williams

NEEDS ADDRESSED: (1) School readiness, (2) parent education, and (3) community involvement.

TARGET AUDIENCE: Serves 111 children, ages birth-3 years, and their families in a rural setting. Of the population served, 96% are below federal poverty guidelines and 93% are ethnic minorities. The program is included because of its increased activities when children turn three.

STAFFING: Staff include 1 parent teacher/coordinator and 1 parent liaison.

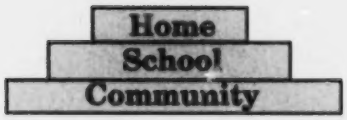
ACTIVITIES AND STRUCTURE: Parents Plus began its program in February, 1990. It uses the Missouri Parents as Teachers model, which provides parents with education in child development, group support, and information about social services in the community. The Parents Plus program is housed at an early childhood center of the school district. A certified parent educator provides monthly home visits to demonstrate new learning activities for parents to use with their child and to assess the families' needs for other services. Periodic language, vision, and hearing screenings are provided through the school nurse to detect possible developmental problems. When the children turn three, home visits are made once a week to teach parents and children school readiness activities to do in their home.

To supplement home visits, parents attend weekly support group meetings where they receive and share information with other parents, learn to make appropriate toys, and receive training in English as a Second Language. Special support groups are offered for young parents: high school parents have bi-weekly meetings; junior high school parents meet weekly. The program teachers work collaboratively with the community by involving the county home demonstration agent in the planning and teaching of parent nutritional information classes. A resource center and library are also available for parents to borrow educational toys and materials. A Community Advisory Board, which includes parents, school personnel, and business representatives, meets twice a year to review program activities, develop a fund-raising plan, and offer suggestions for program improvement.

OUTCOMES: The program keeps individual case records for each family including family history, test results, lessons completed, and parental concerns.

ACTIVITY MOST PROUD OF: *"The number of people we're serving is incredible! We are working to capacity and there are still people on waiting lists to receive services; so much so, we had to open a three-year-old in-school program to accommodate the tremendous growth of Parents Plus. We are extremely grateful for the community involvement and the collaborative efforts with other agencies such as the Ministerial Alliance and the County Extension Services. The integration of the programs and services coupled with the cooperation from parents and the community make Parents Plus most effective."*

PLAY SCHOOL DAY CARE CENTER, INC.



Route 1, Box A-31-A
Weiner, AR 72479
(501) 684-7393
Contact Person: Terrie Senteney

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) academic improvement, (7) child care, (8) staff development, (9) volunteer sick baby clinic, and (10) volunteer "Baby Basic" classes.

TARGET AUDIENCE: Serves 80 at-risk children, ages 3-5, and their families from four counties in a rural setting. The center also provides after school care for children ages 6-12.

STAFFING: Staff include 1 administrator, 2 program managers, 5 lead teachers, 4 paraprofessionals, and 3 support staff.

ACTIVITIES AND STRUCTURE: The Play School Day Care Center, Inc., a private non-profit organization located on the Weiner Public School campus, began in 1991. It involves the support and cooperation of the health department, DHS, Weiner Public School, parents, teachers, business and community members, and other organizations. Utilizing a case management approach, the Center provides comprehensive and continuous services to young children and their families. In August 1992, another center opened in Harrisburg, Arkansas which serves 85 children.

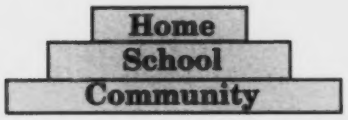
Services to children include developmentally appropriate practices, nutrition services, and child care, all provided on a daily basis by the staff. Tutoring and mentoring for school age children is offered by a parent. Social and health services, counseling, and screening are provided as needed. All services are provided in the school.

At the school, parents have available to them social welfare services, parenting and literacy skills training, support groups and counseling, and training and employment counseling. Health services and Adult Basic Education are available through referral. The advisory board consists of parents and community representatives.

OUTCOMES: There are no formal evaluative measures of the program or its effectiveness; however, screening of the children upon entrance to kindergarten has brought comments from the superintendent, principal, and teachers on their advanced readiness skills.

ACTIVITY MOST PROUD OF: *"Assisting parents in finding proper services for themselves or their child, then watching the parents' enthusiasm as they step forward and carry out the plans for their family. Their self-esteem is raised tremendously! Also, our community has watched and been involved in the growth and success of our day care. This means everything to me. When I opened this day care nine years ago, there were 18 children. We are now having an average daily attendance of 70 and on any day we have up to 90 children. This is wonderful for a town this size (population 655). The doctor that volunteers his time for the children and my staff is a God-send."*

PROJECT EXCELLENCE



911 Second Street
Winnsboro, LA 71295
(318) 435-4615
Contact Person: Addie S. Bolton

NEEDS ADDRESSED: (1) Academic improvement, (2) parent education, and (3) community education.

TARGET AUDIENCE: Serves 300 children, ages 3-19, and their families in a rural area. Of the population served, all are below the federal poverty guidelines and 95% are ethnic minorities.

STAFFING: Staff include 1 program coordinator, 1 tutoring center director, 6-20 tutors, 6-10 peer tutors, 3-5 aides, 1 secretary, and 1 newsletter editor.

ACTIVITIES AND STRUCTURE: Project Excellence originated in the African American community in 1985 through the United Ministerial Alliance to serve the needs of African American children and their families. It now serves all populations. It uses a community education model to provide after-school tutoring and individual and group counseling for children in grades 1-12; job preparation classes for junior high and high school students; activities for senior citizens; voter registration; adult literacy training; and, as of September 1991, a Head Start program for three and four year olds. Volunteers come from all over the community to provide services such as tutoring, parenting classes, adult literacy training, and substance abuse awareness training. Tutors are retired as well as active teachers from the community who volunteer their services. Tutors receive training in the Laubach reading method from the local library and receive technical assistance from the school district.

Parents are encouraged to come to the tutoring center with their child and to assist in the center or to receive literacy training. The Louisiana Cooperative Extension Service provides resource persons to work with families on parenting skills as well as nutrition and other family concerns. The sheriff's department conducts sessions on substance abuse prevention for teenagers and their parents. Principals and school staff recommend students for the program, identify content areas for tutors that will complement the students' school curriculum, and share annual updates of test scores with the school board.

The whole community is involved in the program through community forums held four times a year to discuss community issues and concerns and the role that the center might play in addressing those needs. The Ministerial Alliance meets monthly with the coordinator to plan and monitor the daily operations of the center.

OUTCOMES: Results of pre- and post-tests indicate that students have progressively improved, especially students who have participated in the program for longer than one year. Reports are available from the program.

ACTIVITY MOST PROUD OF: *"Our attendance at the SEDL-sponsored meeting on home, school, community connections in New Orleans opened new doors for our program. After our presentation on Project Excellence, a representative of the Louisiana State Department of Education spoke with us regarding state funding for our program. Since the program's existence, we had never received any state funding; however, as a result of the SEDL meeting, I can say that I am most proud of the fact that we now receive funding as a part of the Louisiana After-School Tutorial Church-Based Program. These funds enable us to pay our volunteer master-teacher level tutors a small stipend for their dedicated services."*

PROJECT EXITO
FOCUS ON FIRST GRADERS
DANFORTH YOUTH COLLABORATIVE

El Paso Independent School District
P.O. Box 20100
El Paso, TX 79998
(915) 779-4246
FAX (915) 779-4303
Contact Person: Cecilia Navarro Tanner

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) counseling and psychiatric services, (6) academic improvement, (7) child care, and (8) staff development.

TARGET AUDIENCE: Serves 265 children, ages 6-7, and their families in a metropolitan setting. Of the population served, 60% are below federal poverty guidelines; 73% are Hispanic, 21% are Anglo American, 5% are African American, and less than 1% are Asian Pacific Islander, Native American Indian, or other.

STAFFING: Staff include 1 community coordinator and 1 secretary.

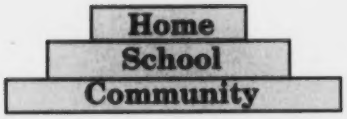
ACTIVITIES AND STRUCTURE: The Focus on First Grader Project is part of the Danforth Youth Collaborative effort, operating since 1990 in the El Paso Independent School District. The program is composed of public and private agencies committed to creating an interagency school-linked service model for El Paso I.S.D. first graders and their families. The approach calls for linking the school with community health, social, and counseling services. This five-year pilot program aims to reduce first grade retention rates by providing students and families with a variety of social and tutorial services so that a successful academic foundation can be established in the child's first year of school.

Agencies involved in the coalition include the Upper Rio Grande Private Industry Council, Texas Department of Human Services, Texas Department of Protective and Regulatory Services, The University of Texas at El Paso, Junior League of El Paso, YWCA, El Paso Independent School District, City of El Paso Social Services, and the Mayor's office. The counseling agencies include Catholic Counseling Services, El Paso Guidance Center, Youth Assistance Program, Family Service of El Paso, Communities in Schools, and El Paso Center for Children. The Junior League of El Paso funds and coordinates the tutoring component of the program whereby each child receives small group tutoring while the Upper Rio Grande Private Industry Council, YWCA Child Care Services, TDHS, and TDPRS visit each school twice a year to certify parents for their respective services. The Management Team is comprised of representatives from the above listed institutions. Members of the team, who are the heads of their respective institutions, meet monthly and are expected to commit resources of their institutions. Next year school administrators, along with institution representatives, will sign formal agreements committing each of their entities to the collaborative.

OUTCOMES: El Paso I.S.D.'s Research and Evaluation Department is documenting the collaborative process to determine family and child outcomes. Process evaluation, a case management approach, and a control group will be established.

ACTIVITY MOST PROUD OF: *"We are most proud of Focus on First Graders because it provides direct services to kids and families. It has the potential for making a real positive difference in their lives. By schools and social service agencies working together, kids have a better chance at academic and personal success. I'm proud of the entire Danforth Youth Collaborative effort because it is so unique and it's the first time in the history of the school district that its doors are opening to the greater community to access all of the city's resources to help kids and families. The commitment and vision of the individual members of the collaborative is tremendous!"*

SANTO DOMINGO TRIBE HEAD START



P.O. Box 40
Santo Domingo Pueblo, NM 87052
(505) 465-2728 or 2734
FAX (505) 465-2688
Contact Person: Barbara A. Loveless

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, and (5) staff development.

TARGET AUDIENCE: Serves 150 children, ages 3-5, and their families on a Native American Indian Reservation. Of the population served, all are below federal poverty guidelines; 100% are Native American Indian.

STAFFING: Staff include 1 director/education coordinator, 1 health/recruitment coordinator, 1 parent involvement/literacy/volunteer coordinator, 1 social service coordinator, 18 classroom staff, 7 bus drivers, 9 bus safety assistants, 2 cooks, 4 custodians/maintenance, and 2 secretarial staff.

ACTIVITIES AND STRUCTURE: Santo Domingo Head Start began in 1966. Working with public schools, parents, tribal leaders, and tribal social service teams, this program uses a case management approach to provide comprehensive and continuous services to children and families. Services provided to children include developmentally appropriate practices, social and health services, counseling, nutrition services, and special education services. These services are provided at the center and in the public schools as needed.

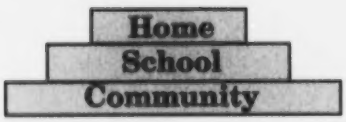
Parents can avail themselves of social welfare services, parenting and literacy skills training, and English as a Second Language instruction at the community center.

The advisory board, composed of parent community members and the tribal governor, assesses the program annually, approves grant applications, and confers on staffing decisions.

OUTCOMES: A questionnaire is administered to the parents to determine attitudes toward the program and to gather information such as recommendations for training to meet their needs, their expectations of the Head Start program, and activities and services with which they were pleased.

ACTIVITY MOST PROUD OF: *"Three things we are proud of are parent training and involvement, social services, and our health component. This has been the first year in which we were able to have a full time parent coordinator. Through this position and the work of the coordinator, we were able to provide many more services to the parents. Further, our services were more 'on target' and comprehensive than in the past. Our health component won the Winona Sample Health Excellence Award."*

SEGUIN INDEPENDENT SCHOOL DISTRICT
FOLLOW THROUGH/PRE-K PROGRAM
PARENTING PROGRAM
EVEN START



Drawer 31
Seguin, TX 78155
(210) 372-5771
Contact Person: Dee Carter

As a result of combining the efforts of three programs, the Seguin Independent School District reflects a unique collaborative effort which provides children and their families with comprehensive, continuous service. Each program is described briefly below.

Program Name: Even Start
Contact Person: Thalia Stautzenberger
(210) 379-0606 FAX (210) 372-5771, Ext. 280

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) health and social services, (4) parent involvement, (5) other community involvement, and (6) staff development.

TARGET AUDIENCE: Serves 377 children, ages birth-7 years, and their families in a small urban setting. Of the population served, 95% are below federal poverty guidelines; 85% are Hispanic, 10% are Anglo American, and 5% are African American.

ACTIVITIES AND STRUCTURE: The Even Start Program began in 1989. Children in the program receive developmentally appropriate instruction both at school and at a community site. Other services to children include social, health, nutrition services, and home therapeutic services available through Homespun Early Childhood Intervention Program. Parents enrolled in the program receive Adult Basic Education and English as a Second Language instruction from the Department of Human Services, Adult Basic Co-op, and Texas Lutheran College. Parenting classes are provided by Guadalupe Valley Hospital and the Department of Human Resources. Parents also receive social welfare, health and nutrition services, counseling, and employment counseling and training through referral to the Job Training Partnership Act (JTPA) Program.

Program Name: Parenting Program
Contact Person: Sue Kaulfus
(210) 372-5770, Ext. 255

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) child care, and (7) staff development.

TARGET AUDIENCE: The program serves 64 children, birth-8 years, and 127 teenage parents, as well as 100 Even Start children and 80 Even Start parents in a small urban setting. Of the population served, 93% are below federal poverty guidelines; 69% are Hispanic, 22% are Anglo American, and 9% are African American.

ACTIVITIES AND STRUCTURE: The Parenting Program began in 1986. This program cooperates with Even Start to provide child care in the morning and evening. Parenting classes are offered to teenage students on the high school campus. The program coordinated with over 20 agencies and organizations to provide comprehensive services to children and families; for example, health, social welfare, hospital and sustance abuse services, in addition to nutrition and family planning. Services provided by Seguin High School include parenting and advanced child development classes, home economics, special education, cooperative education, and regular classes and counseling.

Program Name: Follow Through/Pre-K Program
Contact Person: Anna Maria Hoschler and Vangie Cortez
(210) 379-8620 and (210) 379-2675

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, and (5) staff development.

TARGET AUDIENCE: Serves approximately 577 children, ages 4-9, and their families in a rural setting. Of the population served, 85% are below federal poverty guidelines; 51% are Hispanic, 46% are Anglo American, and 3% are other.

ACTIVITIES AND STRUCTURE: The Follow Through Program began in 1991. The program collaborates with the state pre-kindergarten program, the Even Start Migrant "Push" Program, the Title VII/Bilingual Program, and the Adopt-a-School Project. Children receive daily developmentally appropriate instruction, social services, and nutrition through the school lunch program. Parents receive social welfare services from the school Chapter 1 social worker, parenting skills, literacy skills, Adult Basic Education, and English as a Second Language training through the Even Start program.

ACTIVITY MOST PROUD OF: *"We are most proud of the collaboration among the district's programs, i.e., Even Start, Follow Through, the Parenting Program, and the Bilingual Program."*

SNYDER DAY CARE

2801 2nd St.
Snyder, TX 79549
(915) 573-7403
Contact Person: Shirley Fritz

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) academic improvement, (7) child care, and (8) staff development.

TARGET AUDIENCE: Serves 110 children, ages birth-13 years, and their families in a rural setting. Of the population served, 83% are below federal poverty guidelines; 50% are Anglo American, 27% are Hispanic, and 23% are African American.

STAFFING: Staff include 1 director, 1 assistant director, 1 Head Start teacher, 1 Head Start aide, 5 day care teachers, 1 cook, 1 cook aide, 1 housekeeper, and 1 maintenance worker.

ACTIVITIES AND STRUCTURE: Snyder Day Care began in 1971. The day care is a Child Care Management Service (CCMS) vendor that has combined its basic child development program with the local Head Start to enhance both programs and provide every participating child with a positive early educational experience. The program provides continuity for children by using Head Start teachers to provide before and after school care. Children receive developmentally appropriate instruction, social services, health services, nutrition services, child care, and tutoring. Parents receive services at the center as well as at community sites. Center-provided services include parenting skills training, support groups and counseling, and training and employment counseling. Parents are referred to other community organizations for social welfare and health services, English as a Second Language instruction, literacy skills training, and Adult Basic Education. The program is governed by an advisory board composed of parents and representatives of the United Way, churches, civic clubs, the Chamber of Commerce, Texas Department of Human Services, business representatives, and Scurry County commissioners.

OUTCOMES: The program reports that each child is evaluated at periodic intervals appropriate for their age. Areas of evaluation include physical, social, and cognitive development. The children have consistently shown improvement after only a short time in the program. Testing of children leaving the program and entering public school has shown the children to be more secure, socially adaptable, and cognitively advanced.

ACTIVITY MOST PROUD OF: *"The program is most proud of its ability to provide continuity and stability for children and families. With day care and Head Start in the same building, siblings of different ages attend classes in the same location, which reduces traveling time for parents. The program teachers work full-time and there is very little staff turnover. Children grow up around the same staff. Parents and program staff interact frequently and become familiar with one another. This gives both children and parents a feeling of stability, security, and continuity."*

SOUTHEAST ARKANSAS EDUCATION SERVICES COOPERATIVE

P.O. Box 3507
Monticello, AR 71656
(501) 367-6848
FAX (501) 460-1573
Contact Person: Judy Gibson

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) academic improvement, and (7) staffing.

TARGET AUDIENCE: Serves 560 children, ages 4-5, and their families in a rural setting. Of the population served, 80% are below federal poverty guidelines; 75% are African American, 24% are Anglo American, and 1% are Hispanic.

STAFFING: Staff include 1 coordinator, 2 field assistants, and 34 paraprofessionals.

ACTIVITIES AND STRUCTURE: The HIPPY program began in this area in 1989. Parents, community agencies, public schools, businesses, health and social services, and churches work with this program to provide family-focused, comprehensive and continuous services to young children and their families.

Services to children include developmentally appropriate practices provided in the home by parents and staff and social and health services, counseling, and screening at community sites.

Parents can receive social welfare services, parenting and literacy skills training, and Adult Basic Education by referral on a periodic and as needed basis.

The advisory board is comprised of members from all community agencies which deal with preschool children and their families. They advise and update the program on laws and regulations.

OUTCOMES: Formal evaluations are just beginning. This program currently uses pre-test/post-test evaluations and an ongoing portfolio profile on each child to measure the children's progress.

ACTIVITY MOST PROUD OF: *"The collaboration of our program's parents and families with community-based programs which provide services to the families in need."*

STONEWALL HEAD START/COMMUNITY PRESCHOOL

HC 01, Box 481
Stonewall, TX 78671
(210) 644-2263
Contact Person: Margie Sultemeier

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) child care, and (7) staff development.

TARGET AUDIENCE: Serves 51 children, ages 3-5, and their families in a rural setting. Of the population served, all are below federal poverty guidelines; 51% are Anglo American and 49% are Hispanic. Also serves 15 Community Preschool children and their families that do not qualify under federal poverty guidelines. These preschoolers attend the tuition-based part of our program.

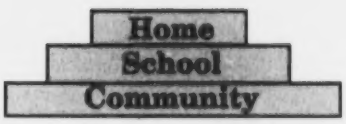
STAFFING: Staff include 1 Head Start (HS) executive director, 1 Community Preschool (CP) director, 2 HS teachers, 1 CP teacher, 2 full-time HS teacher aides and 1 part-time HS teacher aide, 1 full-time CP teacher aide and 1 part-time CP teacher aide, 1 HS health coordinator and 1 HS social service coordinator, and 1 HS administrative assistant/staff aide.

ACTIVITIES AND STRUCTURE: The Stonewall Head Start/Community Preschool was established in 1968. This program mainstreams children from the tuition-based Community Preschool Program with Head Start children in order to provide the maximum educational and developmental benefits for both groups. Services to children include developmentally appropriate practices, social services/counseling, health services and screening, and nutrition. Parents have access to numerous services; for example, social services are provided by informal and formal agreements with partners, and parenting skills classes are offered by West Texas Training/Technical Assistance Cluster, Blanco and Gillespie Texas Agricultural Extension Service, and Region VI Head Start. Additional services such as support groups and counseling, and training and employment counseling are offered by public school staff or through referral to community agencies. The program is governed by an advisory board composed of Head Start and Community Preschool parents, a policy council, local health professionals, and staff coordinators. Regular meetings are held to review program services.

OUTCOMES: Not available at this time.

ACTIVITY MOST PROUD OF: *"We are proud of all our collaborative activities, but we are most proud of the way in which the Head Start board, Policy Council, and community leaders work together to provide the Head Start experience to all children in the program. Because all students are mainstreamed, both Head Start and Community Preschool students receive many tangible benefits as well as receiving a 'head start' before entering public school."*

WEST FELICIANA SCHOOL SYSTEM
FAMILY SERVICE CENTER



P.O. Box 2130
St. Francisville, LA 70775
(504) 635-5299
FAX (504) 635-0069
Contact Person: Eileen Sonnier

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) academic improvement, and (7) staff development.

TARGET AUDIENCE: Serves 300-500 children, birth-21 years, and their families in a rural setting. Of the population served, 75% are below federal poverty guidelines; 50% are African American and 50% are Anglo American.

STAFFING: Staff include 1 director, 1 secretary, 1 clerical aide, 3 home visitors, family therapist, 1 chemical dependency counselor, 1 psychiatrist, 1 family service center nurse, 1 school nurse, 1 child search coordinator, 1 infant interventionist, 1 counselor, 1 occupational therapist, 1 physical therapist, 1 pediatrician, and 1 maintenance staff.

ACTIVITIES AND STRUCTURE: The Family Service Center opened in 1991. Working collaboratively with the public school system, Even Start, health and mental health services, the state university, and the business community, this program provides family focused, comprehensive and continuous services.

The Center, housed in one wing of a new, state-of-the-art elementary school, is a joint partnership administered by the school system. Funding for resources, however, comes through interagency agreements and contracts with the Office of Public Health, Office of Mental Health, and private foundations, as well as other state and federal grants such as special education and Chapter 1. For example, an interagency agreement with the Office of Public Health provides a nurse. Health services are offered to all school children in the parish, including basic nurse consultations and referrals, KIDMED screenings, and follow-up. The Center offers the services of a full-time family therapist, a part-time chemical dependency counselor, and a psychiatrist to school children and their families who indicate a need for them.

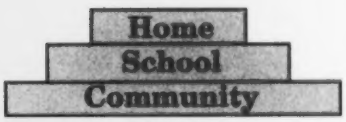
Parents may access social welfare and health services by referral and receive parenting skills training in the home by staff on a weekly basis. At the center, they are provided literacy skills training, Adult Basic Education, support groups and counseling, training and employment counseling, and nutrition skills.

The advisory board is comprised of members from the public school system, Even Start, the local Health unit, parents, the Council on Aging, and other business and community service groups. They meet quarterly to provide feedback to staff about the program.

OUTCOMES: The program is currently developing an evaluation process with the help of an independent consultant.

ACTIVITY MOST PROUD OF: *"We are most proud of the local collaboration between the school system and health (physical and mental) service providers. All involved see the need to make services more accessible to families and we seem to have overcome many of the barriers related to turf."*

WILLIAM SMITH SR.
TRI-COUNTY CHILD DEVELOPMENT COUNCIL HEAD START



P.O. Box 1728
Bay City, TX 77414
(409) 245-2551
FAX (409) 244-8453
Contact Person: Helen Wright

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) academic improvement, (7) child care, and (8) staff development.

TARGET AUDIENCE: Serves 375 children, ages 3 1/2-5, and their families in both suburban and rural settings. All are below federal poverty guidelines; 55% are African American, 40% are Hispanic, and 5% are Anglo American.

STAFFING: Staff of 65 include an executive director, several managers, social and health service staff, teachers and teaching assistants, bus drivers, cooks, a purchasing agent, a literacy coordinator, and an education specialist.

ACTIVITIES AND STRUCTURE: The Tri-County Child Development Council Head Start began in 1966. It serves children from a three-county area and provides developmentally appropriate practices, social services, health services, nutrition, child care, and tutoring as needed. One of the Head Start facilities is located in the same building that houses a private day care. The agency collaborates with the owner of the day care to provide child care for parents needing before and after school day care services.

Parents who participate in the program receive parenting skills through the Home Extension Service. Other services, such as English as a Second Language and Adult Basic Education training, social and health services, counseling, and employment training are provided through referrals to community agencies on a daily basis.

The program's advisory board has extensive parent, school, and community involvement. Membership includes churches, a physican, a dentist, a psychologist, a hospital representative, a social service representative, the school district, parents, a WIC program representative, and other community agency representatives.

OUTCOMES: Reports are available from the program.

ACTIVITY MOST PROUD OF: *"We are most proud of our collaborative activity with the school districts, the Sugar Refinery Company, the Blessing Cup Storehouse, and our local churches. By providing building space for our program, they have helped us reduce program costs considerably."*

Two-Partner Programs

One hundred and six programs involve two of the three partners (home, school, community) in delivering services to at-risk three to eight year olds and their families. Within this group, there is wide variation in the level of involvement of partners, but promising approaches emerge from many of these programs.

This section lists the programs alphabetically. Each entry includes contact information, the needs addressed, and the target audience served by the program. On the following page is an index of the programs listed alphabetically by state.

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ACADIA-VERMILLION COMMUNITY ACTION PROGRAM, INC.
P.O. Box 1404
Crowley, LA 70527
(318) 783-7490
FAX (318) 783-7490, Ext. 28
Contact Person: Snowden Grant

TARGET AUDIENCE: Serves 646 children, ages 3-5, and their families in suburban and rural settings. Of the population served, 90% are below federal poverty guidelines; 60% are African American, 39% are Anglo American, and 1% are Asian Pacific Islander.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, and (6) staff development.

ACCELERATED SCHOOLS PROGRAM
San Jacinto Elementary School
3400 West 4th
Amarillo, TX 79106
(806) 571-5760
Contact Person: Peggy Thompson

TARGET AUDIENCE: Serves 725 children, ages 3-12. Of the population served, 80% are below federal poverty guidelines; 49% are ethnic minorities.

NEEDS ADDRESSED: (1) School readiness, and (2) academic improvement.

ACTION, INC.
510 W. Benedict
Shawnee, OK 74801
(405) 275-6060
FAX (405) 275-9442
Contact Person: Linda Fuller

TARGET AUDIENCE: Serves 838 children, ages 3-5, and their families in six suburban and rural counties. Of the population served, 95% are below federal poverty guidelines; 54% are Anglo American, 18% are Hispanic, 10% are African American, 10% are Native American Indian, and 15% are Middle Eastern.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, and (6) staff development.

AFTER SCHOOL CARE FOR NATIVE AMERICAN YOUTH
230-B W. Okmulgee
Muskogee, OK 74401
(918) 687-2466
FAX (918) 687-2484
Contact Person: Mary Peters

TARGET AUDIENCE: Serves 187 children, ages 6-13, and their families in a rural setting. Of the population served, 95% are Native American Indian, 4% are Anglo American, and 1% are African American.

NEEDS ADDRESSED: (1) Parent involvement, (2) other community involvement, (3) academic improvement, (4) child care, and (5) staff development.

AFTER-SCHOOL PARTNERSHIP - HOUSTON, TX
P.O. Box 2511
Houston, TX 77252
(713) 659-1712
FAX (713) 650-0871
Contact Person: Cynthia Patton

TARGET AUDIENCE: Serves 1,000 children, ages 5-11, in an urban setting. Of the population served, 66% are below federal poverty guidelines; 80% are ethnic minorities.

NEEDS ADDRESSED: After-school child care.

ALBUQUERQUE PUBLIC SCHOOLS
Highland High School Preschool
P.O. Box 25704
Albuquerque, NM 87125
(505) 256-4200
Contact Person: Olivia Rivera

TARGET AUDIENCE: Serves 40 preschool children and their families.

NEEDS ADDRESSED: (1) Parent education, and (2) school readiness.

ALVIS ELEMENTARY
COMMUNITY AT-RISK PROGRAM
4th & Aspen
Clayton, NM 88415
(505) 374-2339
Contact Person: Toni Dabovich

TARGET AUDIENCE: Serves 50 children, ages 6-10, and their families in an urban setting. Of the population served, 76% are below federal poverty guidelines: 64% are ethnic minorities.

NEEDS ADDRESSED: (1) Academic improvement, and (2) parent education.

AMARILLO INDEPENDENT SCHOOL DISTRICT
Teenage Pregnancy and Parenting Program
7200 I-40 West
Amarillo, TX 79106
(806) 354-4200
Contact Person: Lucy Walker

TARGET AUDIENCE: Serves 275 children, ages birth-4 years, and their families in an urban setting. Of the population served, 47% are below federal poverty guidelines; 55% are Anglo American, 30% are Hispanic, 14% are African American, and less than 1% are of both Asian Pacific Islander and Native American Indian origin.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) academic improvement, (7) child care, (8) staff development, and (9) transportation.

AMBOY ACCELERATED SCHOOL
2400 W. 58th
North Little Rock, AR 72118
(501) 771-8185
Contact Person: Jane Ford

TARGET AUDIENCE: Serves 440 children, ages 5-12, and their families in an urban setting. Of the population served, 60% are below federal poverty guidelines; 52% are Anglo American and 48% are African American.

NEEDS ADDRESSED: (1) Parent education, (2) health and social services, (3) other community involvement, (4) academic improvement, and (5) staff development.

ANY BABY CAN, INC.
5410 Fredericksburg Rd., #104
San Antonio, TX 78229
(210) 377-0222
FAX (210) 377-0497
Contact Person: Marian Sokol

TARGET AUDIENCE: Serves approximately 1,000 children, ages birth-12 years, and their families in an urban area. Of the population served, 77% are below federal poverty guidelines; 66% are Hispanic, 24% are Anglo American, and 10% are African American.

NEEDS ADDRESSED: (1) Parent involvement, (2) health and social services, and (3) other community involvement.

ARKANSAS BETTER CHANCE
P.O. Box 1823
Fayetteville, AR 72702
(501) 521-5571
Contact Person: Ivory Conley

TARGET AUDIENCE: Serves 360 children, ages 3-4, and their families in a suburban setting. Of the population served, 75% are below federal poverty guidelines; 57% are Anglo American, 4% are African American, 3% are Hispanic, 1% are Asian Pacific Islander, and 1% are Native American Indian.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) child care, and (7) staff development.

ARLINGTON INDEPENDENT SCHOOL DISTRICT
PRE-KINDERGARTEN PROGRAM
1203 West Pioneer Parkway
Arlington, TX 76013
(817) 459-7427
FAX (817) 861-0765
Contact Person: Cleta Smith

TARGET AUDIENCE: Serves 310 four year olds in an urban setting. Of the population served, 82% are below federal poverty guidelines; 33% are Hispanic, 27% are Anglo American, 20% are African American, 13% are Asian Pacific Islander, and 7% are other.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, and (3) parent involvement.

ASCENSION PARISH SCHOOL BOARD
CHAPTER 1
P.O. Box 152
Donaldsonville, LA 70346
(504) 474-2750
FAX (504) 473-8058
Contact Person: Christine Matassa

TARGET AUDIENCE: Serves 40 four-year-old children and their families in a suburban setting. Of the population served, 80% are below federal poverty guidelines; 97% are African American and 3% are Anglo American.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) academic improvement, and (5) staff development.

ASSUMPTION PARISH - PARENT EDUCATION PROGRAM
P.O. Drawer B
Napoleonville, LA 70390
(504) 369-7251
FAX (504) 369-2530
Contact Person: Stephanie Blanchard

TARGET AUDIENCE: Serves 240 children, ages birth-4 years, and their families in a rural area. Of the population served, 75% are below federal poverty guidelines; 55% are ethnic minorities.

NEEDS ADDRESSED: (1) School readiness, and (2) parent education.

AUSTIN COMMUNITIES IN SCHOOLS
HOME INSTRUCTION PROGRAM
FOR PRESCHOOL YOUNGSTERS (HIPPY)
2211 S. IH35, Suite 201
Austin, TX 78741
(512) 462-1771
Contact Person: Katherine Houck Mina

TARGET AUDIENCE: Serves 30 children, ages 4-5, and their families in an urban setting. Of the population served, all are below federal poverty guidelines; 96% are Hispanic, 2% are African American, 1% are Anglo American, and 1% are Pakistani.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, and (4) health and social services.

BALD KNOB SCHOOL - SAFE PROGRAM
103 West Park
Bald Knob, AR 72010
(501) 724-3361
Contact Person: Beth McCarty

TARGET AUDIENCE: Serves 40-50 children, ages 5-10, and their families in a rural setting. Of the population served, 80% are below the federal poverty guidelines; 3% are ethnic minorities.

NEEDS ADDRESSED: (1) Academic improvement, and (2) parent education.

BEAUMONT INDEPENDENT SCHOOL DISTRICT
PRE-KINDERGARTEN/HEAD START
Southerland School
3395 Harrison St.
Beaumont, TX 77706
(409) 832-6847
FAX (409) 899-9536
Contact Person: Claire Collier

TARGET AUDIENCE: Serves 420 four-year-old children and their families in an urban setting. Of the population served, 99% are below federal poverty guidelines; 90% are African American, 6% are Anglo American, 3% are Hispanic, and 1% are Asian Pacific Islander.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) staff development, and (7) mental health.

BELL EVEN START PROJECT
P.O. Box 346
Stillwell, OK 74960
(918) 696-2696
Contact Person: David Johnson

TARGET AUDIENCE: Serves 60 children, ages 1-7, and their families in a rural setting. Of the population served, all are below federal poverty guidelines; 92% are Cherokee Indian.

NEEDS ADDRESSED: (1) School readiness, and (2) parent education.

BENAVIDES I.S.D. FOLLOW THROUGH
P.O. Drawer P
Benavides, TX 78341
(512) 256-3383
Contact Person: W. Utley

TARGET AUDIENCE: Serves 160 children, ages 5-8, and their families in a rural setting. Of the population served, 81% are below federal poverty guidelines; 99% are ethnic minorities.

NEEDS ADDRESSED: (1) School readiness, (2) academic improvement, and (3) parent education.

BLACKSHEAR ELEMENTARY SCHOOL
PARENT INVOLVEMENT PROGRAM
1712 E. 11th St.
Austin, TX 78702
(512) 476-9378
Contact Person: Carl Harvey, Sr.

TARGET AUDIENCE: Serves 452 children, ages 4-13, and their families in an urban setting. Of the population served, 95% are below federal poverty guidelines; 98% are ethnic minorities.

NEEDS ADDRESSED: (1) School readiness, (2) academic improvement, (3) parent education, and (4) health and social services.

BOSTON MOUNTAIN EDUCATIONAL COOPERATIVE
HOME INSTRUCTION PROGRAM
FOR PRESCHOOL YOUNGSTERS (HIPPY)
P.O. Drawer 248
Prairie Grove, AR 72753
(501) 847-2171
Contact Person: Loyd Jones

TARGET AUDIENCE: Serves 80-150 children, ages 4-5, and their families in a rural setting. Of the population served, 20-64% are below federal poverty guidelines; 98% are Anglo American and 2% are Hispanic.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, and (5) other community involvement.

BOWIE HEAD START
704 Lowrie
Bowie, TX 76230
(817) 872-3344
Contact Person: Bennie Pickett

TARGET AUDIENCE: Serves children, ages 3-4, and their parents in a rural setting. Of the population served, all are below federal poverty guidelines; 90% are Anglo American and 10% are Hispanic.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) academic improvement, (7) child care, and (8) staff development.

BRAZOSPORT INDEPENDENT SCHOOL DISTRICT
PARENTS AND CHILDREN LEARNING TOGETHER
P.O. Drawer Z
Freeport, TX 77541
(409) 233-6277, Ext. 30
FAX (409) 265-6802
Contact Person: Maria Ransom

TARGET AUDIENCE: Serves 19 three-year-old children and their families in a suburban setting. Of the population served, 95% are below federal poverty guidelines; all are Hispanic.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) health and social services, (4) other community involvement, and (5) staff development.

BRYAN INDEPENDENT SCHOOL DISTRICT
PARENT EDUCATION PARTNERSHIP PROGRAM (PEPP)
2200 Villa Maria Road
Bryan, TX 77802
(409) 774-7883
Contact Person: Jeannie M. Goss

TARGET AUDIENCE: Serves 178 children, ages birth-5 years, and their families in a suburban setting. Of the population served, 60% are below federal poverty guidelines; 40% are Anglo American, 31% are African American, and 29% are Hispanic.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, and (6) staff development.

BUNCHE EARLY CHILDHOOD DEVELOPMENT CENTER
2703 N. Yorktown Place
Tulsa, OK 74110
(918) 425-1364
Contact Person: Nancy Hight

TARGET AUDIENCE: Serves 260 four-year-old children and their families in an urban setting. Of the population served, 80% are below federal poverty guidelines; 81% are ethnic minorities.

NEEDS ADDRESSED: (1) School readiness, and (2) parent education.

CAPITAL AREA EASTER SEALS
PEDIATRIC DEVELOPMENT PROGRAM
919 W. 28 1/2 St.
Austin, TX 78705
(512) 478-2581
Contact Person: Kim Fazzio

TARGET AUDIENCE: Serves children and youth, ages birth-adolescence, in an urban setting. Of the population served, 70% are below federal poverty guidelines.

NEEDS ADDRESSED: (1) Parent education, (2) parent involvement, (3) academic improvement, (4) child care, and (5) staff development.

CEDARVILLE ELEMENTARY SCHOOL
AT RISK INSURANCE PROGRAM
P.O. Box 132
Cedarville, AR 72932
(501) 474-5073
Contact Person: Nancy Carpenter

TARGET AUDIENCE: Serves 74 children, grades K-6. Of the population served, 85% are below federal poverty guidelines.

NEEDS ADDRESSED: Academic improvement.

CENLA COMMUNITY ACTION COMMITTEE, INC.
FULL YEAR HEAD START
230 Bolton Avenue
Alexandria, LA 71301
(318) 487-5878
FAX (318) 487-5899
Contact Person: Joan A. Lee

TARGET AUDIENCE: Serves 852 children, ages 3-5, and their families in a small urban setting. Of the population served, 95% are below federal poverty guidelines; 89.9% are African American, 10% are Anglo American, and .1% are Asian Pacific Islander.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) child care, and (7) staff development.

COMMUNITY ACTION COUNCIL OF SOUTH TEXAS
CHILD DEVELOPMENT PROGRAM
111 Pete Diaz, Jr. Ave.
Rio Grande City, TX 78582-0098
(512) 487-2585
FAX (512) 487-2871
Contact Person: Adela Guerrero

TARGET AUDIENCE: Serves approximately 700 children, ages 18 months-5 years, and their families in a four county rural and suburban setting. Of the population served, 94% are below federal poverty guidelines; 98% are Hispanic and 2% are Anglo American.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) academic improvement, (7) child care, and (8) staff development.

COMMUNITY SCHOOL DISTRICT 18
PARENTING EDUCATION PROGRAM
755 E. 100th St.
Brooklyn, NY
(718) 927-5135
FAX (718) 927-5106
Contact Person: Judy Sackstein

TARGET AUDIENCE: Serves 16,438 children, ages 3-8, and their families in an urban setting. Of the population served, 56% are below federal poverty guidelines; 78% are ethnic minorities.

NEEDS ADDRESSED: (1) Academic improvement, and (2) parent education.

CONROE INDEPENDENT SCHOOL DISTRICT
EVEN START
702 N. Thompson
Conroe, TX 77301
(409) 756-7751
Contact Person: Carol DuPaix

TARGET AUDIENCE: Serves 200 children, ages birth-5 years, and their families in a suburban setting. Of the population served, 75% are below federal poverty guidelines; 69% are Anglo American, 20% are Hispanic, 10% are African American, and 1% are others.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, and (6) staff development.

DALLAS INDEPENDENT SCHOOL DISTRICT
EXTENDED DAY PROGRAM FOR HOMELESS CHILDREN
City Park Elementary School
1738 Gano
Dallas, TX 75215
(214) 565-6575
Contact Person: Mary Taylor

TARGET AUDIENCE: Serves 250 children, ages 4-12, and their families in a metropolitan setting. Of the population served, all are below federal poverty guidelines; 40% are African American, 40% are Anglo American, and 20% are Hispanic.

NEEDS ADDRESSED: (1) Academic improvement, and (2) child care.

DALLAS INDEPENDENT SCHOOL DISTRICT
HOME INSTRUCTION PROGRAM
FOR PRESCHOOL YOUNGSTERS (HIPPY)
219 Preston Royal Village, Suite 9
Dallas, TX 75230
(214) 368-4405
FAX (214) 368-4753
Contact Person: Sylvia Benenson or Carla-Marie Weir

TARGET AUDIENCE: Serves 250-500 children, ages 4-5, and their families in an urban setting. Of the population served, 90% are below federal poverty guidelines; 70% are Hispanic, 16% are Asian Pacific Islander, 12% are African American, and 2% are Anglo American.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) academic improvement, and (7) staff development.

DALLAS SERVICE EMPLOYMENT REDEVELOPMENT
JOBS FOR PROGRESS, INC.
HISPANIC CHILD CARE CENTER
2514 Harry Hines Blvd.
Dallas, TX 75201
(214) 871-7575
FAX (214) 871-7545
Contact Person: Delma De La Garza

TARGET AUDIENCE: Serves 270 children, ages 18 month-11 years, and their families in a metropolitan setting. Of the population served, 80% are below federal poverty guidelines; 94% are Hispanic, 3% are African American, 2% are Anglo American, and 1% are Asian Pacific Islander.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) academic improvement, (7) child care, and (8) staff development.

DARDANELLE ELEMENTARY SCHOOL
PARENT-SCHOOL COORDINATOR
900 North 5th Street
Dardanelle, AR 72834
(501) 229-3707 or (501) 229-4185
Contact Person: Margaret Futterer

TARGET AUDIENCE: Serves 720 children, K-fifth grade, and their families in a rural setting. Of the population served, 30% are below federal poverty guidelines; 92% are Anglo American, 6% are African American, 1% are Hispanic, and 1% are Native American Indian.

NEEDS ADDRESSED: (1) Parent education, (2) parent involvement, (3) other community involvement, and (4) academic improvement.

DAWSON ELEMENTARY - COMMUNITIES IN SCHOOLS
3001 South 1st St.
Austin, TX 78704
(512) 444-4771
FAX (512) 443-3112
Contact Person: Kris Downing

TARGET AUDIENCE: Serves 125 children, ages 4-12, and their families in an urban setting. Of the population served, approximately 90% are below federal poverty guidelines and are ethnic minorities.

NEEDS ADDRESSED: (1) Academic improvement, (2) parent education, and (3) health and social services.

DAY NURSERY OF ABILENE, INC.-CHILDCARE
1202 Ash Street
Abilene, TX 79601
(915) 677-2237
Contact Person: Bea Ganson

TARGET AUDIENCE: Serves 315 children, ages birth-10 years, and their families in an urban setting. Of the population served, 50% are below federal poverty guidelines; 35% are Anglo American, 33% are Hispanic, and 32% are African American.

NEEDS ADDRESSED: (1) School readiness, (2) parent involvement, (3) other community involvement, (4) academic improvement, (5) child care, and (6) staff development.

DEL VALLE INDEPENDENT SCHOOL DISTRICT
TEACHING LEARNING AND CARING (TLC)
2407 Shapard Lane
Del Valle, TX 78617
(512) 385-8550
Contact Person: Debbie Morgan

TARGET AUDIENCE: Serves 35-40 children, ages 6 weeks-4 years, and their families in a rural setting. Of the population served, 95% are below federal poverty guidelines.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) academic improvement, (7) child care, and (8) staff development.

DESERT VIEW ELEMENTARY SCHOOL
P.O. Box 450
Sunland Park, NM 88063
(505) 589-1180
Contact Person: Anna Lisa Banegas-Peña, Principal

TARGET AUDIENCE: Serves 441 children, ages 4-12. Of the population served, 95% are below federal poverty guidelines; 99% are ethnic minorities.

NEEDS ADDRESSED: Not listed.

DONA ANA COUNTY HEAD START
Box 30001, Dept. 3-R
Las Cruces, NM 88003
(505) 646-1525
Contact Person: Mary Jane Emering

TARGET AUDIENCE: Serves 162 children, ages 3-5, and their families in a suburban setting. Of the population served, 95% are below federal poverty guidelines; 60% are Hispanic, 30% are Anglo American, 2% are African American, and 8% are other.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, and (6) staff development.

EAST TEXAS FAMILY SERVICES, INC.
HEAD START
P.O. Box 1843
Jacksonville, TX 75766
(903) 586-3577
FAX (903) 586-8554
Contact Person: Faye Warmsley

TARGET AUDIENCE: Serves 676 children, ages birth-5 years, and their families in a suburban setting. Of the population served, 90% are below federal poverty guidelines; 50% are African American, 44% are Anglo American, 4% are Hispanic, and 2% are other.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, and (6) staff development.

ECONOMIC OPPORTUNITY AGENCY OF WASHINGTON COUNTY, INC.
P.O. Box 1823
Fayetteville, AR 72702
(501) 521-5571
Contact Person: Ivory Conley

TARGET AUDIENCE: Serves 273 children, ages 3-4, and their families in an urban setting. Of the population served, 95% are below federal poverty guidelines; 84% are Anglo American, 9% are African American, 4% are Asian Pacific Islander, 3% are Native American Indian, and 2% are Hispanic.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, and (6) staff development.

ECTOR COUNTY ISD CHAPTER 1
FAMILY INVOLVEMENT PROGRAM
P.O. Box 3912, Lamar E.E.C.
Odessa, TX 79760
(915) 332-2336
Contact Person: Elida Muñoz

TARGET AUDIENCE: Serves 2,900 children, ages 6-15, and their families in an urban setting. Of the total population, 41% are below federal poverty guidelines; 60% are Hispanic, 32% are Anglo American, and 8% are African American.

NEEDS ADDRESSED: (1) Academic improvement, and (2) parent education.

ESCUELA MONTESSORI DE MONTOPOLIS
1704 Montopolis Drive
Austin, TX 78741
(512) 385-4879 or (512) 441-6555
Contact Person: Brian Stross

TARGET AUDIENCE: Serves 20-60 children, ages 2 1/2-6, and their families in a suburban setting. Of the population served, 85-90% are below federal poverty guidelines; 36% are Hispanic, 36% are African American, 21% are Anglo American, and 7% are Native American Indian.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) other community involvement, and (5) child care.

EVEN START FAMILY EDUCATION PROGRAM
1701 Exchange Avenue
Oklahoma City, OK 73108
(405) 235-0801
FAX (405) 231-2056
Contact Person: Rebeca Itzkowich

TARGET AUDIENCE: Serves 75 children, infants-6 years, and their families in a metropolitan setting. Of the population served, all are below federal poverty guidelines; 40% are Hispanic, 40% are Anglo American, 8% are African American, and 2% are Native American Indian.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, and (3) health and social services.

EVEN START FAMILY LITERACY PROGRAM
Lakeview Administrative Center
5931 Milne Blvd.
New Orleans, LA 70124
(504) 483-6457
FAX (504) 486-4945
Contact Person: Ms. Sam Barger

TARGET AUDIENCE: Serves 150 children, ages birth-7 years, and their families in a metropolitan setting. Of the population served, most are African American.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, and (3) academic improvement.

FANNIN ELEMENTARY SCHOOL
SUCCESS FOR ALL PROGRAM
710 Burk Road
Wichita Falls, TX 76304
(817) 720-3137
Contact Person: Harry D. Ryan

TARGET AUDIENCE: Serves 350 children, ages 4-10, and their families. Of the population served, 90% are below federal poverty guidelines; 45% are African American, 20% are Hispanic, and 2% are Asian American.

NEEDS ADDRESSED: (1) Academic improvement, and (2) parent education.

FORREST CITY ALTERNATIVE CHILD CARE PROGRAM
INFANT/TODDLER/CHILD DEVELOPMENT PROGRAM
625 Irving Street
Forrest City, AR 72335
(501) 633-1795
Contact Person: Ozaree Twillie

TARGET AUDIENCE: Serves 80-85 children, ages 8 weeks-5 years, and their families in an urban setting. Of the population served, all are below federal poverty guidelines; 98% are ethnic minorities.

NEEDS ADDRESSED: (1) High absenteeism in the high school, (2) high school drop-out rate because of teen pregnancy, and (3) training in child care.

FORT LAUDERDALE - CHAPTER 1
PARENT INVOLVEMENT PROGRAM
701 N.W. 31st Avenue
Fort Lauderdale, FL 33311
(305) 797-4654
Contact Person: Cynthia Williams

TARGET AUDIENCE: Serves children, ages 5-15, and their families in 117 urban schools. Of the population served, 52% are below federal poverty guidelines; 68% are ethnic minorities.

NEEDS ADDRESSED: (1) Academic improvement, and (2) parent education.

FORT WORTH I.S.D.
THREE-YEAR-OLD HOME-BASED ANCHOR PROGRAM
3210 W. Lancaster
Fort Worth, TX 76107
(817) 922-6515
Contact Person: Pat Wright

TARGET AUDIENCE: Serves 50 three-year-old children and their families. Of the population served, 75% are below federal poverty guidelines; 70% are ethnic minorities.

NEEDS ADDRESSED: (1) School readiness, and (2) parent education.

GALVESTON COUNTY COMMUNITY ACTION COUNCIL
HEAD START
2627 Avenue M
Galveston, TX 77550
(409) 765-7878
FAX (409) 765-9951
Contact Person: June Ross

TARGET AUDIENCE: Serves 247 children and their families in a suburban area. Of the population served, 90% are below federal poverty guidelines; 63% are African American, 24% are Hispanic, 12% are Anglo American, and 1% are Asian Pacific Islander.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, and (6) staff development.

GLENPOOL ELEMENTARY SCHOOL
PARENTS AS TEACHERS
P.O. Box 1149
Glenpool, OK 74033
(918) 322-9801
FAX (918) 322-1529
Contact Person: Ron Metcalf

TARGET AUDIENCE: Serves 42 children, ages birth-3 years, and their families in a suburban setting. Of the population served, 33% are below federal poverty guidelines; 23% are ethnic minorities.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, and (3) health and social services.

GRADY SCHOOL DISTRICT
P.O. Box 238
Grady, AR 71644
(501) 479-3422
Contact Person: Cheryl Terry

TARGET AUDIENCE: Serves students in preschool through 12th grade and their families. Of the population served, 96% are below federal poverty guidelines; 93% are ethnic minorities.

NEEDS ADDRESSED: (1) Academic improvement, and (2) parent education.

HARLANDALE COMMUNITY-BASED
EARLY CHILDHOOD EDUCATION PROGRAM
102 Genevieve
San Antonio, TX 78214
(210) 921-4455
FAX (210) 921-4394
Contact Person: Noah Rodriguez

TARGET AUDIENCE: Serves 300 children, ages 4-5, and their families in a suburban setting. Of the population served, 90% are below federal poverty guidelines; 90% are Hispanic and 9% are Anglo American.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) academic improvement, (5) staff development, and (6) early childhood curriculum development.

HART ELEMENTARY HEAD START
P.O. Box 490
Hart, TX 79043
(806) 938-2142
FAX (806) 938-2610
Contact Person: Darla Underwood-Baggett

TARGET AUDIENCE: Serves 22 children, ages 4-5, and their families in a rural setting. Of the population served, all are below federal poverty guidelines; 95% are Hispanic and 5% are Anglo American.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) academic improvement, and (6) staff development.

HEAD START INFANT CARE CENTER AT HEALTH SPECIAL SCHOOL
3505 Turtle Creek, Suite 201
Dallas, TX 75219
(214) 520-0081
FAX (214) 528-0327
Contact Person: Kathy White

TARGET AUDIENCE: Serves 60 children, ages birth-4 months, and their families in a metropolitan setting. Of the population served, all are below federal poverty guidelines; 87% are African American, 12% are Hispanic, and 2% are Anglo American.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) child care, and (7) staff development.

HELENA-WEST HELENA HOME INSTRUCTION PROGRAM FOR PRESCHOOL YOUNGSTERS (HIPPY)
216 Biscoe Street
Helena, AR 72342
(501) 338-8172
FAX (501) 572-4080
Contact Person: Loisystne Burrell

TARGET AUDIENCE: Serves 127 four- and five-year-old children and their families in a suburban setting. Of the population served, all are African American.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, and (4) academic improvement.

HENRY BUSH CHILD DEVELOPMENT CENTER
A COMMUNITY ACTION HEAD START PROGRAM
P.O. Box 748
San Marcos, TX 78667-0748
(512) 396-3395
FAX (512) 392-1661
Contact Person: Corina Jaimes

TARGET AUDIENCE: Serves 97 children, ages 3-5, and their families in a suburban setting. Of the population served, 98% are below federal poverty guidelines; 70.5% are Hispanic, 19.5% are African American, and 10% are Anglo American.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) staff development, (7) assistance to children with disabilities and their families, and (8) mental health service provision.

HIDALGO I.S.D. EVEN START FAMILY LITERACY PROGRAM
P.O. Drawer D
Hidalgo, TX 78557
(512) 843-3105
FAX (512) 843-9843
Contact Person: Raúl Garza

TARGET AUDIENCE: Serves 57 children, ages birth-7 years, and their families in a rural setting. Of the population served, all are below federal poverty guidelines; all are Hispanic.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) academic improvement, and (7) staff development.

HIDALGO I.S.D. PRACTICAL PARENT EDUCATION
P.O. Drawer D
Hidalgo, TX 78557
(512) 843-3100
Contact Person: Irma Gomez

TARGET AUDIENCE: Serves rural children, ages birth-18 years, and their families in a rural setting. Of the population served, most fall below federal poverty guidelines; 98% are Hispanic.

NEEDS ADDRESSED: Parent education.

HOLLIBROOK ACCELERATED ELEMENTARY SCHOOL
Community and Parent Involvement
3602 Hollister
Houston, TX 77080
(713) 462-1719
Contact Person: Roy Ford

TARGET AUDIENCE: Serves 1,000 children, ages 4-12, in a suburban area. Of the total population served, 92% are below federal poverty guidelines; 95% are ethnic minorities.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, and (5) other community involvement.

INFANT DEVELOPMENT PROGRAM
NUECES COUNTY MHMR COMMUNITY CENTER
1630 S. Brownlee
Corpus Christi, TX 78404
(512) 886-6900
Contact Person: Sharon Lawson

TARGET AUDIENCE: Serves 175 children, ages birth-3 years, and their families in rural, suburban, and urban settings. Of the population served, 50-60% are below federal poverty guidelines; 63% are Hispanic, 31% are Anglo American, and 6% are African American.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) staff development, and (7) therapeutic intervention for developmentally delayed children, birth-3 years of age.

INFANT-PARENT PROGRAM
1717 W. 10th St.
Austin, TX 78703
(512) 472-3142
Contact Person: Madeline Sutherland

TARGET AUDIENCE: Serves 535 children, ages birth-3 years, and their families in an urban setting. Of the population served, 49% are below federal poverty guidelines; 60% are Anglo American, 30% are Hispanic, and 10% are African American.

NEEDS ADDRESSED: (1) Parent education, (2) parent involvement, (3) health and social services, (4) other community involvement, (5) child care, (6) staff development, (7) early childhood education, and (8) therapy for special needs children.

JELLY BEAN JUNCTION
CHILD CARE CENTER
P.O. Box 1280
Moriarty, NM 87035
(505) 832-6458
Contact Person: Rachel Thompson

TARGET AUDIENCE: Serves 12 preschool children and 200 low-income families in a rural setting.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, and (3) health and social services.

JUNTOS PARA LOS NINOS
1724 Camino Del Valle SW
Albuquerque, NM 87105
(505) 873-8533
Contact Person: Doris Anaya

TARGET AUDIENCE: Serves 10 schools, 200 kindergarten children, and their families in an urban setting. Of the population served, 90% are ethnic minorities.

NEEDS ADDRESSED: (1) School readiness, and (2) parent education.

LEE COUNTY DISTRICT
CHAPTER 1 PROGRAM
55 North Carolina St.
Marianna, AR 72360
(501) 295-7100
FAX (501) 295-7125
Contact Person: Mary S. Scott

TARGET AUDIENCE: Serves 2,083 children, ages 5-18, and their families in a rural setting. Of the population served, 85% are below federal poverty guidelines; 85% are ethnic minorities.

NEEDS ADDRESSED: (1) Academic improvement, and (2) parent education.

LINCOLN INSTITUTION
NETWORKING FOR CHILDREN
P.O. Box 3167TS
Louisiana Tech University
Ruston, LA 71272
(318) 257-4412
Contact Person: Janie Humphries

TARGET AUDIENCE: Serves 120 four- and five-year-old children and their families. Of the population served, 80% are below federal poverty guidelines; 95% are African Americans.

NEEDS ADDRESSED: (1) School readiness, (2) academic improvement, and (3) parent education.

LINDSAY UNIFIED SCHOOL DISTRICT
FOLLOW THROUGH PROGRAM
519 E. Honolulu
Lindsay, CA 93247
(209) 562-5111
FAX (209) 562-6145
Contact Person: Carmen Friesen

TARGET AUDIENCE: Serves 701 children, ages 5-9, and their families in a rural agricultural setting. Of the population served, 87% are below federal poverty guidelines; 76% are Hispanic, 22% are Anglo American, and 2% are other.

NEEDS ADDRESSED: (1) School readiness, (2) academic improvement, and (3) parent education.

LITTLE ROCK SCHOOL DISTRICT
HOME INSTRUCTION PROGRAM
FOR PRESCHOOL YOUNGSTERS (HIPPY)
1401 Scott Street
Little Rock, AR 72202
(501) 324-2266
FAX (501) 324-2032
Contact Person: Marian Shead

TARGET AUDIENCE: Serves 350 four- and five-year-old children and their families in an urban setting. Of the population served, 92% are African American, 6% are Anglo American, and 2% are other.

NEEDS ADDRESSED: (1) School readiness, (2) parent involvement, (3) health and social services, (4) other community involvement, and (5) staff development.

LOGAN MUNICIPAL SCHOOLS
P.O. Box 67
Logan, NM 88426
(505) 487-2252
Contact Person: Teresa Stephenson

TARGET AUDIENCE: Serves 20 preschool children, ages 3-6.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, and (3) health and social services.

MI ESCUELITA, INC.
4231 Maple Ave.
Dallas, TX 75219
(214) 526-0220
Contact Person: Carolyn Strickland

TARGET AUDIENCE: Serves 200 children, ages 3-4, and their families in urban settings. Of the population served, 75% are below federal poverty guidelines; 98% are Hispanic.

NEEDS ADDRESSED: (1) School readiness, and (2) parent education.

"MI HITA/MI HITO" ESPAÑOLA PUBLIC SCHOOLS
714 Don Diego Street
Española, NM 87532
(505) 753-2739
Contact Person: Diana Curtis

TARGET AUDIENCE: Serves 18 children, ages birth-5 years, and their families.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, and (3) health and social services.

NEW ORLEANS PUBLIC SCHOOLS' HOME INSTRUCTION PROGRAM FOR PRESCHOOL YOUNGSTERS (HIPPY)
5931 Milne Boulevard
New Orleans, LA 70124
(504) 483-6450
FAX (504) 486-4945
Contact Person: Mary Laurie

TARGET AUDIENCE: Serves 200 four- and five-year-old children and their families in metropolitan and urban settings. Of the population served, all are below federal poverty guidelines; all are African American.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) other community involvement, (5) academic improvement, and (6) staff development.

NON-GRADED PRIMARY PROGRAM
EDGEWOOD INDEPENDENT SCHOOL DISTRICT
5358 West Commerce
San Antonio, TX 78237
(210) 433-2361

TARGET AUDIENCE: Serves 108 children, ages 4-6, and their families. Of the population served, 95% are below federal poverty guidelines; 98% are ethnic minorities.

NEEDS ADDRESSED: (1) School readiness, and (2) academic improvement.

NORTH LITTLE ROCK SCHOOL DISTRICT HOME INSTRUCTION PROGRAM FOR PRESCHOOL YOUNGSTERS (HIPPY)
2700 Poplan Street
North Little Rock, AR 72117
(501) 771-8055
FAX (501) 771-8069
Contact Person: Barbara Gilkey

TARGET AUDIENCE: Serves 175-200 children, ages 4-5, and their families in a small urban setting. Of the population served, 60% are below federal poverty guidelines; 90% are African American and 10% are Anglo American.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) academic improvement, and (6) staff development.

O.U.R. (OZARK UNLIMITED RESOURCE) PRESCHOOL
P.O. Box 239, Alford Street
Flippin, AR 72634
(501) 453-8860
Contact Person: Curt Bryant

TARGET AUDIENCE: Serves 15-20 children, ages 3-5, and their families in a rural setting. Of the population served, 75% are below federal poverty guidelines; 98% are Anglo American and 2% are African American.

NEEDS ADDRESSED: (1) School readiness, (2) health and social services, (3) academic improvement, and (4) child care.

OKLAHOMA PARENTS AS TEACHERS
2615 E. Randolph
Enid, OK 73701
(405) 234-3538
FAX (405) 234-3554
Contact Person: Dianne Juhnke

TARGET AUDIENCE: Serves 150 children, ages birth-3 years, and their families in a suburban setting. Of the population served, 33% are below federal poverty guidelines; 92% are Anglo American, 5% are African American, 2% are Hispanic, and 1% are Native American Indian.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, and (6) staff development.

PARTNERS IN EDUCATION
P.O. Box 1437
Roswell, NM 88202
(505) 625-8100
Contact Person: Denise Orraj

TARGET AUDIENCE: Serves over 11,000 children and their families in a rural area. Of the population served, approximately 46% are below federal poverty guidelines; 49.1% are Hispanic, 48.1% are Anglo American, and approximately 3% are African American and other.

NEEDS ADDRESSED: Community involvement.

POSITIVE EDUCATION FOR EARLY PARENTING (PEEP)
1214 DuPont Drive
Orange, TX 77631
(409) 886-7337
Contact Person: Julie Allensworth

TARGET AUDIENCE: Serves 200 children, ages birth-3 years, and their families in a suburban setting. Of the population served, 95% are below federal poverty guidelines; 80% are African American and 20% are Anglo American.

NEEDS ADDRESSED: (1) Parent education, (2) health and social services, (3) child care, and (4) staff development.

POSITIVE TOMORROWS TRANSITIONAL CENTER FOR HOMELESS CHILDREN AND YOUTH
2460 N.W. 39th St.
Oklahoma City, OK 73112
(405) 948-6012
FAX (405) 945-1128
Contact Person: Joye Oakley

TARGET AUDIENCE: Serves 300 children, ages 5-17, and their families in a metropolitan setting. Of the population served, all are below federal poverty guidelines; 44% are Anglo American, 40% are African American, 10% are Hispanic, 5% are Native American Indian, and 1% are Asian Pacific Islander.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) academic improvement, and (7) staff development.

PROJECT BABY CARE
HIGH PRIORITY INFANT TRANSITIONAL SERVICES
P.O. Box 2762
Longview, TX 75606
(903) 758-9300
FAX (903) 758-1722
Contact Person: Jo Merriman

TARGET AUDIENCE: Serves 200 children, ages birth-3 years, and their families in rural and suburban settings. Of the population served, 85% are below federal poverty guidelines; 49% are African American, 45% are Anglo American, 5% are Hispanic, and 1% are Asian Pacific Islander.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, and (6) staff development.

PROJECT SHARE (STUDENTS' HIGH ACHIEVEMENTS REFLECT EXCELLENCE)
P.O Drawer D
Hidalgo, TX 78557
(512) 843-3124
FAX (512) 843-9843
Contact Person: Eva Ramirez

TARGET AUDIENCE: Serves 250 children, ages 3-5, and their families in a rural setting. Of the population served, all are below federal poverty guidelines; all are Hispanic.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, and (4) other community involvement.

PROJECT 2004: A THREE-YEAR-OLD PROGRAM
12300 Eastlake Drive
El Paso, TX 79927
(915) 860-3400
FAX (915) 858-6461
Contact Person: Linda Cooper

TARGET AUDIENCE: Serves 120 three-year-old children and their families in a suburban setting. Of the population served, 93% are below federal poverty guidelines; 97% are Hispanic and 3% are Anglo American.

NEEDS ADDRESSED: (1) School readiness, and (2) parent education.

READY TO START
100 N. Muse
Elmore City, OK 73035
(405) 788-2869
Contact Person: Dennis I. Smith

TARGET AUDIENCE: Serves 20 children, ages 4-5, and their families in a rural setting. Of the population served, 25% are below federal poverty guidelines; 89% are Anglo American, 10% are Native American Indian, 1% are African American and Asian Pacific Islander.

NEEDS ADDRESSED: (1) School readiness, (2) parent involvement, and (3) academic improvement.

THE RED FLAG PROJECT
5726 Sixth Street
Katy, TX 77493
(713) 391-4761
Contact Person: Jill Frison

TARGET AUDIENCE: Serves 145 children, ages 4-13, and their families in a rural setting.

NEEDS ADDRESSED: (1) Academic improvement, and (2) parent education.

RED RIVER PARISH SCHOOL BOARD
EVEN START
P.O. Box 350
Coushatta, LA 71019-0350
(318) 932-5773
Contact Person: Aliene S. McCoy

TARGET AUDIENCE: Serves children, ages birth-7 years, and their families.

NEEDS ADDRESSED: (1) School readiness, and (2) parent education.

REGION VIII EDUCATION SERVICE CENTER
EARLY CHILDHOOD INTERVENTION
P.O. Box 1894
Mt. Pleasant, TX 74546-1894
(903) 572-8551
FAX (903) 572-8203
Contact Person: Martha Collins

TARGET AUDIENCE: Serves 75 children, ages birth-3 years, and their families in a rural setting. Of the population served, 70% are below federal poverty guidelines; 43% are Anglo American, 37% are African American, and 20% are Hispanic.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, and (6) staff development.

REGION X COOPERATIVE HEAD START PROJECT
P.O. Box 831300
400 East Spring Valley Road
Richardson, TX 75083-1300
(214) 231-6301
FAX (214) 231-3642
Contact Person: Steve Hale

TARGET AUDIENCE: Serves 180 four-year-old children and their families in a suburban setting. Of the population served, all are below federal poverty guidelines; 53% are Anglo American, 31% are African American, and 16% are Hispanic.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, and (6) staff development.

REGION XVI EARLY CHILDHOOD INTERVENTION
P.O. Box 30600
Amarillo, TX 79120-0600
(806) 376-5521
FAX (806) 373-3432
Contact Person: Judith Pepper

TARGET AUDIENCE: Serves 90 children, ages birth-3 years, and their families in a rural setting. Of the population served, 50% are Anglo American, 28% are African American, and 22% are Hispanic.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, and (4) health and social services.

REGION XVI EDUCATION SERVICE CENTER
HEAD START
1601 S. Cleveland
Amarillo, TX 79120
(806) 376-5521
FAX (806) 373-3432
Contact Person: H.G. Connally

TARGET AUDIENCE: Serves 820 four-year-old children and their families in a small urban setting. Of the population served, 94% are below federal poverty guidelines; 55% are Hispanic, 29% are Anglo American, 14% are African American, 2% are Asian Pacific Islander, and 1% are Native American Indian.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) academic improvement, and (7) staff development.

REGION XX MIGRANT EARLY CHILDHOOD EDUCATION PROGRAM
1314 Hines Avenue
San Antonio, TX 78208
(210) 299-2400
FAX (210) 299-2423
Contact Person: Art L. Sepulveda

TARGET AUDIENCE: Serves 250 children, ages 3-4, and their families in rural, suburban, and metropolitan settings. Of the population served, all are below federal poverty guidelines; 95% are Hispanic and 5% are Native American Indian.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, and (4) staff development.

RESPONSIVE EARLY CHILDHOOD EDUCATION PROGRAM
GOLDSBORO CITY SCHOOLS
P.O. Drawer 1797
Goldsboro, NC 27533-1797
(919) 731-5900
FAX (919) 736-2443
Contact Person: Alice M. Ragland

TARGET AUDIENCE: Serves 1,500 children, ages 5-8, and their families in a rural setting. Of the population served, 75% are below federal poverty guidelines; 85% are ethnic minorities.

NEEDS ADDRESSED: (1) School readiness, (2) academic improvement, and (3) parent education.

RICHMOND CITY PUBLIC SCHOOLS - CHAPTER 1
301 N. 9th St.
Richmond, VA 23219
(804) 780-7800
FAX (804) 780-7806
Contact Person: Russell Busch

TARGET AUDIENCE: Serves 7,500 children, ages 5-17, and their families in urban Richmond. Of the population served, all are below federal poverty guidelines; 95% are ethnic minorities.

NEEDS ADDRESSED: (1) Academic improvement, and (2) parent education.

ROSENWALD ELEMENTARY
ACCELERATED SCHOOLS PROGRAM
6501 Berkley Drive
New Orleans, LA 70131
(504) 394-0491
Contact Person: Gertrude Ivory

TARGET AUDIENCE: Serves children, ages 4-12, and their families. Of the population served, 85% are below federal poverty guidelines; 86% are African American, 7% are Asian American, 6% are Anglo American, and 1% are Hispanic.

NEEDS ADDRESSED: (1) Academic improvement, and (2) parent education.

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
HOGG FAMILY SUPPORT PROGRAM
1214 Guadalupe St.
San Antonio, TX 78207
(210) 224-4916
Contact Person: Rod Radle

TARGET AUDIENCE: Serves 300 children, ages 2-17, and their families in a metropolitan setting. Of the population served, 98% are below federal poverty guidelines; 98% are Hispanic.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) academic improvement, (7) child care, and (8) staff development.

SAN FELIPE DEL RIO C.I.S.D.
PREKINDERGARTEN HOME-BASED BILINGUAL PROGRAM (TITLE VII)
P.O. Box 420128
Del Rio, TX 78840
(512) 774-9200
FAX (512) 774-1626
Contact Person: Al Cervantes

TARGET AUDIENCE: Serves 70 four-year-old children and their families in a suburban setting. Of the population served, 50% are below federal poverty guidelines; all are Hispanic.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) other community involvement, (5) academic improvement, and (6) staff development.

SAN JACINTO ELEMENTARY SCHOOL
CHAPTER 1 PROGRAM
3400 West 4th
Amarillo, TX 79106
(806) 571-5760
Contact Person: Peggy Thompson

TARGET AUDIENCE: Serves Chapter 1 children from pre-school through 5th grade and their parents.

NEEDS ADDRESSED: (1) Academic improvement, (2) parent education, and (3) community education.

STILLWATER PUBLIC SCHOOLS EVEN START
1402 E. Sunrise
Stillwater, OK 74075
(405) 743-6399
Contact Person: Betti Heiserman

TARGET AUDIENCE: Serves 75 children, ages birth-7 years, and their families in a rural setting. Of the population served, 75% are below federal poverty guidelines; 25-33% are ethnic minorities.

NEEDS ADDRESSED: (1) School readiness, and (2) parent education.

TRAVIS HEIGHTS ELEMENTARY SCHOOL
COMMUNITIES IN SCHOOLS
2010 Alameda
Austin, TX 78704
(512) 462-3332
FAX (512) 443-3121
Contact Person: Felipe Rocha

TARGET AUDIENCE: Serves approximately 300 children, ages 4-12, and their families in an urban setting. Of the population served, 70% are below federal poverty guidelines; 60% are ethnic minorities.

NEEDS ADDRESSED: (1) Academic improvement, (2) parent education, and (3) health and social services.

TULSA PUBLIC SCHOOLS COMMUNITY EDUCATION
SKILL ENHANCEMENT PROJECT
EVEN START
1132 North Vandalia
Tulsa, OK 74115
(918) 836-5311
FAX (918) 836-5139
Contact Person: Diana D. Atkinson

TARGET AUDIENCE: Serves approximately 60 children, ages birth-7 years, and their families in a metropolitan setting. Of the population served, 65% are below federal poverty guidelines; 47.8% are African American, 34.8% are Anglo American, 8.7% are Native American Indian, and 8.7% are Hispanic.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, and (6) academic improvement.

UNIVERSITY OF HOUSTON PARENT EDUCATION MODEL
2700 Bay Area Blvd.
Houston, TX 77058
(713) 283-3590
FAX (713) 283-3598
Contact Person: Andrea Bermudez

TARGET AUDIENCE: Serves language minority parents, especially Hispanics and teachers who work in schools with language minority children.

NEEDS ADDRESSED: (1) Parent education, (2) teacher training, and (3) research on parental involvement.

THE UNIVERSITY OF TEXAS AT BROWNSVILLE/TEXAS SOUTHMOST COLLEGE
RAUL J. GUERRA EARLY CHILDHOOD CENTER
83 Fort Brown
Brownsville, TX 78520
(512) 544-8238
FAX (512) 544-8822
Contact Person: Erie Tejada

TARGET AUDIENCE: Serves 79 children, ages 2 weeks-4 years, and their families in an urban setting. Of the population served, 77% are below federal poverty guidelines; 92% are Hispanic, 7% are Anglo American, and 1% are African American.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) child care, and (7) staff development.

VILONIA SCHOOL DISTRICT
PARENT CENTER
P.O. Box 160
Vilonia, AR 72173
(501) 796-2050
FAX (501) 796-3134
Contact Person: Jeanne Deal

TARGET AUDIENCE: Serves 100 four-year-old children and their families in a rural setting. Of the population served, 40% are below federal poverty guidelines; 98% are Anglo American and 2% are African American.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, and (4) other community involvement.

WICKER ELEMENTARY
FOLLOW THROUGH PROGRAM
2011 Bienville Avenue
New Orleans, LA 70112
(504) 522-6373
Contact Person: Jeanmarie Belonga

TARGET AUDIENCE: Serves 120 children, ages 5-8, and their families in an urban setting. Of the population served, 95% are below federal poverty guidelines; all are African American.

NEEDS ADDRESSED: (1) School readiness, (2) academic improvement, and (3) parent education.

YEAR ROUND MAGNET PROGRAM
P.O. Box 3912
Odessa, TX 79760
(915) 332-2522
Contact Person: Linda Simpson-Jones

TARGET AUDIENCE: Serves 500 children, ages 5-12, and their families in an urban setting. Of the population served, 60% are below federal poverty guidelines; 49% are Hispanic, 49% are Anglo American, and 2% are African American.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) other community involvement, and (5) academic improvement.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION OF EL PASO
1918 Texas Street
El Paso, TX 79901
(915) 533-2311
FAX (915) 533-7921
Contact Person: Rosemary Neill

TARGET AUDIENCE: Serves 4,500 children, ages birth-12 years, and their families in a metropolitan setting. Of the population served, 53% are below federal poverty guidelines; 60% are Hispanic, 34% are Anglo American, and 6% are African American.

NEEDS ADDRESSED: (1) Child care, and (2) staff development.

New Programs

(Programs initiated since December 1991)

Eleven programs were started since December of 1991 and plan to use partnerships to deliver services to young at-risk children and their families. These programs are listed alphabetically. Each entry includes contact information, the needs addressed, and the target population served by the program. On the following page is an index of the programs listed alphabetically by state.

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Dallas I.S.D. Head Start Public School/Transition Project, **129**
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CHILDREN'S LEARNING CENTERS/REGIONAL EDUCATION PROGRAM FOR THE DEAF COLLABORATION PROJECT
1006 S. Jackson
Amarillo, TX 79101
(806) 371-8510
FAX (806) 374-8150
Contact Person: Tom Slatton

TARGET AUDIENCE: Serves 6 children, ages 3-4, and their families in an urban setting. Of the population served, all are below federal poverty guidelines; 50% are Hispanic, and 50% are Anglo American.

NEEDS ADDRESSED: (1) School readiness, (2) child care, and (3) staff development.

DALLAS I.S.D. HEAD START PUBLIC SCHOOL/TRANSITION PROJECT
3700 Ross Avenue, Box 38
Dallas, TX 75204
(214) 824-1620, ext. 364
FAX (214) 841-5305
Contact Person: Michele A. Goady

TARGET AUDIENCE: Serves 1,400 children, ages 4-6, and their families in a metropolitan setting. Of the population served, 80% are below the federal poverty guidelines; 45.5% are African American, 36% are Hispanic, 16% are Anglo American, 2% are Asian Pacific Islander, and .5% are Native American Indian.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) academic improvement, and (7) staff development.

HOME INSTRUCTION PROGRAM FOR PRESCHOOL YOUNGSTERS (HIPPY)
76 Elm
Marion, AR 72364
(501) 739-5105
Contact Person: Vearlene Burns

TARGET AUDIENCE: Serves 33 four-year-old children and 18 five-year-old children and their families in a rural setting. Of the population served, all are below federal poverty guidelines; 60% are Anglo American and 40% are African American.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, and (6) staff development.

JEFFERSON PARISH EVEN START-PROJECT OPEN DOOR
815 Huey P. Long Avenue
Gretna, LA 70053
(504) 361-4516
Contact Person: Debra H. Edwards

TARGET AUDIENCE: Serves 200 families with children ages birth -7 years in an urban setting. Of the population served, all are below federal poverty guidelines; 45% are Anglo American, 45% are African American, 6% are Hispanic, and 4% are other.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) academic improvement, (7) child care, and (8) staff development.

JULIUS ROSENWALD ELEMENTARY SCHOOL
FAMILIES IN EDUCATION
6501 Berkley Drive
New Orleans, LA 70131
(504) 394-0491
FAX (504) 394-7766
Contact Person: Gertrude A. Ivory

TARGET AUDIENCE: Serves 20 children, ages 3-4, and their families in a metropolitan setting. Of the population served, 89% are below federal poverty guidelines; 89% are African American, 7% are Asian Pacific Islander, 3% are Anglo American, and 1% are Hispanic.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) academic improvement, (7) child care, and (8) staff development.

LAMAR ELEMENTARY EARLY CHILDHOOD SUCCESS PROGRAM
1234 S. Nelson
Pampa, TX 79066
(806) 669-4880
Contact Person: Tim Powers

TARGET AUDIENCE: Serves children, ages birth-5 years, and their families in a rural setting. No demographic information is available at this time.

NEEDS ADDRESSED: School readiness.

NEW ORLEANS PARENT EDUCATION PROGRAM (P.E.P.)
5931 Milne Boulevard
New Orleans, LA 70124
(504) 483-6494
FAX (504) 486-4945
Contact Person: Bennieta Stansberry

TARGET AUDIENCE: Serves 190 children, ages birth-4 years, and their families in a metropolitan setting. Of the population served, all are below federal poverty guidelines; 99% are African American.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, and (6) staff development.

PARKER ELEMENTARY
PARTNERSHIP SCHOOLS INITIATIVE
6802 Jones Dr.
Galveston, TX 77551
(409) 744-5257
Contact Person: Mary Putnam

TARGET AUDIENCE: Serves 589 children, ages 5-10, in a suburban setting. Of the population served, over 50% are below federal poverty guidelines; 44% are Anglo American, 31% are African American, 22% are Hispanic, and 3% are of other ethnic origin.

NEEDS ADDRESSED: (1) Parent education, and (2) parent involvement.

PIERCE ELEMENTARY
PARENTING/FAMILY CENTER
2400 4th St.
Bay City, TX 77414
(409) 245-4864
Contact Person: Rebecca Walker

TARGET AUDIENCE: Serves children, ages birth-6 years, in a suburban setting. Of the population served, 60% are below the federal poverty guidelines; 20% are African American, 40% are Anglo American, and 40% are Hispanic.

NEEDS ADDRESSED: (1) Parent education, (2) parent involvement, and (3) other community involvement.

SWEETWATER I.S.D. PROJECT "ALL FOR ONE"
207 Musgrove
Sweetwater, TX 79556
(915) 235-8621
FAX (915) 235-1380
Contact Person: Al Cogburn

TARGET AUDIENCE: Serves 1,200 children, ages birth-21 years, and their families in a rural setting. Of the population served, 65% are below federal poverty guidelines; 62% are Anglo American, 30% are Hispanic, and 8% are African American.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) other community involvement, (6) academic improvement, (7) child care, and (8) staff development.

WEST TEXAS OPPORTUNITIES, INC.
COMPREHENSIVE EARLY CHILDHOOD DEVELOPMENT
603 N. 4th St.
Lamesa, TX 79331
(806) 872-8354
FAX (806) 872-5816
Contact Person: Janet Everheart

TARGET AUDIENCE: Serves 227 children, ages birth-12 years, in a suburban area. Of the population served, all are below federal poverty guidelines; 75% are Hispanic, 19% are African American, and 6% are Anglo American.

NEEDS ADDRESSED: (1) School readiness, (2) parent education, (3) parent involvement, (4) health and social services, (5) academic improvement, and (6) child care.

Councils

This section lists multi-agency task forces, special committees, or advisory groups within the Southwestern Region that have at least one priority activity addressing the needs of three- to eight-year-old, at-risk children and their families.

Councils are listed alphabetically. Each listing includes the target audience, the council's activities, and a brief description of its purpose.

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Texas Business and Education Coalition, **139**
The Texas Head Start Collaboration Task Force, **140**
Travis County Children's Advocacy Center, Inc. Child Protection Team, **140**

ARKANSAS EARLY CHILDHOOD COMMISSION
101 East Capitol
Little Rock, AR 72201
(501) 682-4891
Contact Person: Glenda Bean, Executive Director

TARGET AUDIENCE: Service providers, advocates, parents, and business community in the state of Arkansas.

ACTIVITIES: (1) Problem solving, (2) coordinated service delivery, (3) policy development, (4) program development, information sharing/networking, (5) administration of a guaranteed loan fund for child care facilities, development, and expansion, and (6) administration of the 25% set-aside of the Child Care and Development Block Grant.

DESCRIPTION: A group of early childhood professionals saw a need for a statewide coordinating body that would administer and manage the new state early childhood program for at-risk children, ages 3-5. The Council coordinates resources now available and develops additional resources.

COALITION FOR P.R.I.D.E.
Richter Institute of Social Work
Southwest Texas State University
San Marcos, TX 78666-4616
(512) 245-2592
Contact Person: Nancy Feyl Chavkin or Karen Brown

TARGET AUDIENCE: Professionals who work with pre-K students (ages 3-5), special education students, and recovering dropouts in the San Marcos Consolidated Independent School District and at The P.R.I.D.E. Center (alternative school of choice).

ACTIVITIES: (1) Problem solving, (2) coordinated service delivery, (3) program development, (4) information sharing/networking, (5) social services in the schools, and (6) mentoring.

DESCRIPTION: The Coalition for P.R.I.D.E. is a joint effort between SWTSU and San Marcos ISD to increase educational achievement for all learners by increasing community involvement in education, increasing the attendance rate, reducing the dropout rate, and increasing the graduation rate. This is accomplished through (1) tutoring/classroom aide program (P.R.I.D.E. Center students tutor and work as aides in pre-K classes), (2) parent education program, (3) parent support program, (4) teacher training, (5) self-esteem through creative drama, and (6) social work services. This program received an award for exemplary school/university partnership development from the American Association of Higher Education and the College Board.

NEW MEXICO AT-RISK WORKTEAM
State Department of Education
Education Building
Santa Fe, NM 87501
(505) 827-6661
Contact Person: Pat Putnam, Director of Related Services, Vocational, Technical, and Adult Education Division

TARGET AUDIENCE: At-risk children and youth and their families.

ACTIVITIES: (1) Problem solving, (2) policy development, and (3) information sharing/networking.

DESCRIPTION: The New Mexico At-Risk Workteam was organized to develop the processes and procedures to be used with school districts in identifying, screening, and evaluating at-risk programs. The work team is also constructing unified, vertical approaches (strategies) to ensure the coordination of resources and services offered by at-risk programs.

NEW ORLEANS COUNCIL FOR YOUNG CHILDREN
333 St. Charles Avenue, Suite 1609
New Orleans, LA 70130
(504) 525-5437 (KIDS)
Contact Person: Tamara Kreinin, Executive Director

TARGET AUDIENCE: The community at large, parents, and professionals who provide services to young children (prenatal - 8) who are from low-income families or have developmental delays.

ACTIVITIES: (1) Public awareness targeted at parents and the community at large, (2) coordinated service delivery to assure access to quality services, (3) policy development, (4) program development, (5) information sharing/networking, and (6) technical assistance.

DESCRIPTION: The New Orleans Council for Young Children is a volunteer group of community leaders, service providers, and policymakers who examine and respond to the problems of young children living in poverty. The Council serves to increase community awareness about children in need and to encourage coordination and effectiveness among service providers. It also serves as a resource to policymakers by providing information, technical assistance, and a vehicle for community collaboration.

OKLAHOMA INTERAGENCY COORDINATING COUNCIL FOR SPECIAL SERVICES TO CHILDREN AND YOUTH
4545 North Lincoln Blvd., Suite 114
Oklahoma City, OK 73105
(405) 521-4016
Contact Person: Carole Clarke, Coordinator for Children's Services

TARGET AUDIENCE: Professionals who provide services to children, ages 3-21, with special needs or in out-of-home placement in the state of Oklahoma and the families of those children.

ACTIVITIES: (1) Problem solving, (2) coordinated service delivery, (3) policy development, (4) information sharing/networking, (5) developing and coordinating Regional Advisory Boards for Special Services to Children and Youth, and (6) developing a funding and implementation plan.

DESCRIPTION: The Council was formed by Senate Bill 742 (1990) to develop a state plan for Special Education and Special Student Assistance and Service Coordination that will facilitate interagency collaboration. The intent of the legislation is three-fold: (1) to provide services to children through a comprehensive, coordinated, multi-disciplinary, interagency system that reduces the direct cost to educational agencies, (2) to determine the responsibilities and costs for timely delivery of educational services to children who are in out-of-home placement, and (3) to enhance the capacity of families to meet the needs of their children.

TEXAS BUSINESS AND EDUCATION COALITION
900 Congress Avenue, Suite 501
Austin, TX 78701
(512) 480-8232
Contact Person: John H. Stevens, Executive Director

TARGET AUDIENCE: Public schools (students and educators), businesses, and community leaders in the state of Texas.

ACTIVITIES: (1) Policy development, and (2) information sharing/networking.

DESCRIPTION: The Texas Business and Education Coalition's mission is to increase learning in the Texas public education system. The Coalition supports the development of an educational system that meets the work force needs of business, the academic prerequisites of higher education, and the general needs of society. The Coalition assists in developing strategies to help students graduate from high school and to assure that they meet rigorous standards of competency while in school. The Coalition also promotes efforts to encourage all citizens to pursue life-long education so that they may acquire and maintain the skills needed to compete in a global economy.

THE TEXAS HEAD START COLLABORATION TASK FORCE
Governor's Office Health & Human Services Policy Council
P.O. Box 12428
Austin, TX 78711
(512) 463-2198
Contact Person: Gwen Chance, Project Director

TARGET AUDIENCE: Economically disadvantaged families with children, ages birth-5 years, in rural and urban Texas.

ACTIVITIES: (1) Problem solving, (2) coordinated service delivery, (3) policy development, (4) program development, (5) information sharing/networking, and (6) technical assistance and training at a local level.

DESCRIPTION: The Texas Head Start Collaboration Task Force is a 25-member council appointed by the Governor to provide leadership and vision for the development and implementation of a collaborative plan of action. The plan involves federal, state, and local public and private policymakers and funding sources in an effort to coordinate comprehensive services for economically disadvantaged children, birth-5 years of age, and their families. The Task Force is divided into three sub-groups: program models, rules/regulations/ funding, and training/personnel. Members participate at the local level in meetings to encourage and/or support collaboration.

TRAVIS COUNTY CHILDREN'S ADVOCACY CENTER, INC.
CHILD PROTECTION TEAM
1110 E. 32nd Street
Austin, TX 78722
(512) 472-1164
FAX (512) 472-1167
Contact Person: Sandra A. Martin, Executive Director

TARGET AUDIENCE: Austin and Travis County child abuse victims.

ACTIVITIES: (1) Coordinated intervention, (2) crisis counseling, (3) coordinated prosecution, and (4) service delivery within a child-centered, family supportive environment.

DESCRIPTION: Child Protection Team is a cooperative-working relationship among TDPRS (Child Protective Services), law enforcement (Austin Police Department Victim Services, TSCO), the District Attorney, and the Travis County Children's Advocacy Center, Inc. The team was formed to (1) improve and simplify the investigation process of child abuse cases, (2) reduce the number of interviews of the victim, (3) increase the number of cases brought for investigation and prosecution, and (4) prevent revictimization of the child.

1992-93 Edition
Directory Evaluation Form

Please help us learn how we might improve future editions of the directory to better serve your needs.

Name _____ Title _____

Organization _____ Address _____

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1. Overall, how useful did you find the directory?

   _____ very useful _____ somewhat useful _____ not useful

   Comments:

2. Which section of the directory was most useful to you?

   _____ introduction _____ programs _____ councils

   How did/will you use this section?

3. What changes would you like to see in future editions of the directory?

4. Do you know of other programs or councils that you would like to see listed in the directory? Please list contact persons, addresses, and phone numbers. Use the back of this form if necessary.

Mail to: Veronica Tomalik
Southwest Educational Development Laboratory
211 East Seventh Street
Austin, Texas 78701
(512) 476-6861

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